DOCUMENT RESUME

ED 059 571 EC 041 401

AUTHOR	Tongue, Cornelia, Comp.
TITLE	Potpourri: Productive Programs for Gifted/Talented.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE	72
NOTE	66p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *Exceptional Child Education; *Gifted; *Program Descriptions; Special Classes; State Programs
IDENTIFIERS	*North Carolina

ABSTRACT

The publication is a compilation of descriptions of programs for gifted and talented students in North Carolina which have been evaluated by the State Division for Exceptional Children as outstanding and/or possessing worthwhile components on the instructional level. Programs, grouped into primary-elementary, junior high-middle school, and secondary categories, represent various disciplines. Most descriptions have been written by a teacher or administrator actually involved in the program. Descriptions cover class structure, staff utilization, and teacher-pupil selection. Listed at the end of each account is the name and address of a local contact person. (KW)

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POTPOURRI
PRODUCTIVE PROGRAMS FOR GIFTED/TALENTED

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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POTPOURRI

PRODUCTIVE PROGRAMS FOR GIFTED/TALENTED

Compiled and Edited by

Cornelia Tongue

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Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina
1972

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FOREWORD

The professional administrator-educator, ever mindful of interest, change, and progress in the field of education, assumes an awesome responsibility in providing an educational program for his share of the diverse population of the 1,200,000 children in North Carolina today. The complexity of the entire educational picture makes each board of education, superintendent and administrative staff cognizant of both the present and the future. Curricular concepts of the past require re-evaluation as to relevancy for this decade. New ideas bombard educators from every side. These must be assessed, judged as to need ever keeping in mind the various available resources, and accepted, modified or rejected as planning continues in developing programs for this large group of people. The administrator-educator has a tremendous task. Hopefully, this publication will assist in program planning and development.

A. Craig Phillips
State Superintendent of Public Instruction

The professional staff in Program Services stands ready to assist in curriculum development and program building or change. Gifted and Talented Programs exist in 108 of the 152 local educational agencies in North Carolina. More than a dozen of these programs are using for the first time one or more special State Allotments for Exceptional Children. This shows an increasing interest in the education of the academically able child, one who possesses such abilities and talents so as to require a different type of program from that offered other children. Local boards of education and school administrators place their programs in disciplines and at grade levels they deem most advantageous. Many diverse ways of staff utilization have been devised and developed from the self-contained classroom to the itinerant resource teacher. This publication will illustrate the best in these different programs.

Jerome Melton
Jerome H. Melton
Assistant Superintendent for Program Services

PREFACE

The Division for Exceptional Children is highly diverse in its scope of program and curricular offerings in that all areas of exceptionality, both physical and mental, fall within its area of interest. The Section for Education of the Gifted and Talented has issued in POTPOURRI: PRODUCTIVE PROGRAMS FOR GIFTED/TALENTED a publication unique for the Division. This publication is a compilation of program descriptions from across the State which have been evaluated as outstanding and/or possess worthwhile components on the instructional level for our most able children. In most cases each description has been primarily written by a person actually involved in the program either as an administrator or a teacher. This cooperative endeavor in itself is unique and illustrates the philosophy that education in North Carolina is improved through mutual efforts and support by those in both the local administrative unit and the State Department of Public Instruction.

You are invited and urged to call upon the section staff for assistance as you study your present program, assess your needs, plan for the future, or institute a new or different program for bright students.

Theodore R. Drain

Theodore R. Drain
Director, Division for Exceptional Children

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INTRODUCTION

We are living in an age of rapid change. More and more administrators and teachers see an essential need to keep abreast of this change. Alvin Toffler in his provocative book FUTURE SHOCK[1] has pointed out the rapidity of these changes, the impermanence of modern life styles in the Seventies, and the absolute requirement that we adapt to the cultural, social, economic and intellectual changes all around us in order to lead satisfying lives. He says that we cannot stop this change, nor indeed do we wish to do so, but we can do some things to make it less shocking, emotionally, mentally and physically, on and to the individual. It is becoming increasingly the role of the educator to help our youth adjust to the realities of life and society today in order to learn to cope with the future. The administrator-educator is constantly looking for new ideas that "will work" as he plans and projects for the future, as he modifies or changes his curriculum and program to help his pupil population to meet the challenge of tomorrow.

In traveling across the State, our staff members are frequently asked by local administrators and teachers for curriculum ideas, for teaching techniques and for information concerning gifted and talented programs that might be visited in other areas. All too often, educational personnel, due to the press of every day work, do not know what is literally next door. For the past two years, we have issued a brief memorandum on different types of staff utilization and innovative programs with their locations. This has been the nearest thing published by our office to meet these requests. Mindful of a real need here and to fill an informational void, we have requested brief accounts of good programs in various disciplines and on different grade levels which our staff have visited and can recommend. Many local administrators, superintendents, directors of instruction, supervisors and principals, and numerous teachers have cooperated willingly in the preparation of this miscellaneous collection of program descriptions that we are calling POTPOURRI: PRODUCTIVE PROGRAMS FOR GIFTED/TALENTED. The realization that nothing is perfect causes these same administrator-educators constantly to strive for improvement in that which is already good. Unfortunately, some good programs have been omitted due to publication deadlines.

Descriptions of class structures and ways to utilize staff from school units in each of the eight Educational Districts were written stressing things unique and innovative along with remarks on teacher-pupil selection. Feeling that the individual author knows his own program best, as little editing as possible has been done trying to retain the freshness of the original written word. Programs have been grouped into primary-elementary, junior high-middle school, and secondary categories. Overlapping of levels within a write-up has been noted in the Table of Contents. Types of programs such as English will appear more than once in the publication to offer more choices of ideas and places to visit. At the secondary level, most programs have been placed in English. Several reasons might be offered to account for this:

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[1] Alvin Toffler, FUTURE SHOCK (New York: Random House, 1970).

1. this is the one course that up until now has been required of all regular high school students each year--changes may result from shifting emphasis to minicourses and pressure for early college admission for some few highly gifted and mature students;

2. the new approach toward minicourses offers a great opportunity for introduction of differentiation in English;

3. bright students have had the basic communicative skills with much repetition, therefore need an enrichment program more so in this discipline than any other;

4. the breadth of curricula offerings is less changable and expansive in English when compared with other subject areas--"Hamlet" while eliciting different interpretations takes a large block of time and curriculum in a particular year, whereas today's events become history tomorrow thus the social studies grow daily in volume and knowledge in the sciences is said to double in less than a decade;

5. many colleges and universities attract outstanding students in English and offer excellent teacher training in this subject resulting in a reservoir of teachers.

No attempt has been made to equate one program with another. All have merit and give much in the way of help and ideas. Careful perusal of the various program descriptions will demonstrate the great variety and diversity in schedule arrangement, materials selection, units of work studied, teaching/learning styles and strategies, and curriculum emphases. Who is to say what is best? The administrator-educator makes his decision after careful evaluation of offerings and pupil assessment having brought to bear the best guidance his staff is able to give.

At the beginning of each description, a Roman numeral has been placed designating the Educational District where the program is located--example E. D. II. By all these means, curricula offerings, methods and techniques, staff utilization, general level and location, visits can be more readily accessible and easily arranged. Listed at the end of each account is a local contact person. Persons desiring to visit a particular program will get in touch with this person in order to make arrangements.

Multitudinous tasks frequently preclude opportunities for administrator-educators to have time to think as long and deeply as they wish, to explore and to plan for new concepts concerning desirable change. Very often each of us in education needs the stimulus of the thinking, ideas and experience of others in order to crystalize our own ideas and to avoid hidden risks and problems. Hopefully, this publication will aid in program planning and curriculum construction for the future.

The whole staff has aided in some way with the production of this publication but special gratitude must be expressed to Henri Fisher for her ideas and constructive comments and to Jane Ferrell for the typing she has done so willingly and well.

PART I
PRIMARY - ELEMENTARY

E. D. VI THE ITINERANT RESOURCE TEACHER IN CHARLOTTE-MECKLENBURG

One area of the Special Abilities and Talents (SAT) Program is the itinerant resource teacher concept. This is a personalized learning development program based on both academic ability and talents possessed by students in the elementary grades. Children may be placed in heterogeneous classes most of the time. The itinerant teacher on a prearranged schedule spends all or part of a day within a particular school. Selected children come to her for enrichment and in-depth study on topics of individual or small group interest. The resource teacher supplements work done by the regular classroom teacher. Both the cognitive and affective domains are stressed using the inquiry process of learning.

Students are selected using the State criteria for gifted students plus the "Talent Inventory" developed by the SAT director. The Inventory enables teachers to discover the talents children possess in addition to some that may be "hidden." It draws on the research of Dr. Calvin Taylor who says that ninty percent of all people have at least one talent. One of the important phases of the program is the building of a positive self-image in the child.

The eleven resource teachers are selected on the basis of their scholastic achievement, creative and innovative ability, tact, personality and adaptability. Each is assigned a group of schools, thus the word "itinerant." The teachers are: Mrs. Mary Ellen Bundy, Mrs. Addie Mae Crayton, Mrs. Bernice Ferguson, Mrs. Mildred Gamble, Mrs. Rebecca Hall, Mrs. Olive Holland, Mrs. Mary Moore, Mrs. June McKinney, Mrs. Mary Tripp, Mrs. Mildred Worrell and Mrs. Patricia Gilleland. A particular child receives instruction at least once a week. Class size ranges from five to twenty depending on the number of eligible children within a given grade or school. Occasionally, the resource teacher may instruct an entire regular class introducing a unit. Thus here is a good deal of interplay between the resource teacher and the regular classroom teacher. Gifted children have opportunities to take their work back to the entire class. Therefore, other children besides the gifted and talented children benefit from the program. In 1971-72 a total of 2,088 children in 44 schools received this type of instruction.

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E. D. IV ITINERANT ENRICHMENT TEACHERS IN LAURINBURG-SCOTLAND COUNTY SCHOOLS

The program is designed to enable the talented and advanced student to pursue in depth and independently the particular area of interest and talent which is of primary concern to him. Completely individualized and flexibly scheduled, the program gives the student an opportunity to be released from his regular classsroom routines for approximately an hour a week to explore, inquire, experiment, research, and create according to his own thinking and learning styles. The itinerant teacher is available to facilitate the learning process through making provisions for any general guidance, encouragement, stimuli, and community resources desirable and/or needed. The program is not restricted to any subject area and is not designed to accelerate the student beyond his class in basic skills or disciplines. It is designed to give the student the freedom to follow through on his own questions and curiosity in a free period where he learns entirely for his own satisfaction, where he learns the skills of scientific inquiry, the techniques of research, the characteristics and properties of various media and modes of expression as they become working tools which enable him to achieve his desired development and pursuits. He receives no grades; he is given no assignments or "deadline - projects." He is enabled to participate directly in the ongoing processes of study, inquiry, and education where he becomes motivated to learn for the joy of knowing and for the opportunity to use that knowledge creatively for personal, esthetical, and/or societal benefits.

The program was initiated (1970-71) in grades one through six with two teachers serving regularly more than 120 pupils in thirteen schools. In the primary grades the regular State criteria was used to identify the children in the talented and gifted classification who were in need of enrichment. In grades four through six, the criteria was locally established that students entering the program should not only meet State guidelines but should also be two years above grade level in achievement. Primary children met their enrichment teacher on an individual or small group (no more than four at a time) basis according to flexible scheduling worked out between the itinerant teacher and the classroom teacher. Sessions usually consisted of two half-hour periods a week. In grades four through six, the itinerant teacher scheduled with each classroom teacher a one hour session once a week for no more than six pupils at a time. Close coordination between the itinerant teachers and the classroom teachers allowed for extended or reduced sessions as appeared desirable for a particular child at any particular time. Field trips and co-planned activities between the teachers often provide opportunities for the itinerant teacher and her pupils to participate in providing enrichment experiences appropriate for the entire class. An itinerant teacher in this program needs to have a broad background of experience; a special area(s) of study beyond regular certification; a valid realization of his own strengths and weaknesses; a good working knowledge of community resources; an even disposition which permits flexibility and pleasant adaptation to change; and a secure personality which is accepting of others and infectious with its own contagious delight in learning.

Due to the success of the program and the feeling that many eligible children were not being reached, the program was increased in 1971-72 to three and a half teachers. The teachers are Mrs. Helen Gustafson, Mrs.

Jean Brady, Mrs. Doris Johnson and Mrs. Katherine Fulton.

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E. D. II THE NON-GRADED, CONTINUOUS PROGRESS, INDIVIDUALIZED, TEAM TEACHING PROGRAM IN THE CAMP LEJEUNE DEPENDENTS' SCHOOLS

The individualized curriculum in the Berkeley Manor School utilizes the concept of continuous progress to permit each child to develop at his own rate. The "school within a school" concept, utilizing multi-aged grouping, is applied. Rigid grade lines and time frames are removed. Our program eliminates failure.

To accomplish the "school within a school" concept, differentiated staffing is used for both professional and non-professional personnel. Non-professional: Clerks, instructional aides and parent volunteers. Professional and semi-professional: Practice teachers (more than ten were utilized during the 1970-71 school year), part-time teachers (those working less than eight hours per day, most on a four hour per day schedule), full time instructors, specialized personnel to include librarians, reading improvement specialists, music teachers, and art and physical education coordinators. Each team had a team leader who was responsible for directing the instructional program for 100-150 pupils. The teachers are teamed horizontally. In each module, the double room with folding doors is used by a team as an open classroom. This allows two or more teachers, aides and practice teachers to work with both large and small groups according to the sophistication of the material being presented.

The K-6 curriculum at Berkeley Manor is divided into eleven sequential phases of learning with each phase having as many as five different levels, to include the Alpha (slow), Alpha-Beta, Beta, Beta-Gamma, and the Gamma (advanced). The Gamma students are often gifted and thus permitted to move far above normal grade level expectations. Through pre-testing and other information, we assess a child's base in relation to the vertical continuum of learning upon which he is placed. Specifically, homogeneous grouping with sub-grouping for skills development in needed areas is utilized in the multi-leveled math and reading programs. Use of multiple adoption of math and reading materials enables the program to be incorporated in such a way as to insure availability of sufficient materials at each level of learning.

In order to provide better for talented children, two innovations were initiated during the 1970-71 school year:

a. A program for the dyslexic and hyperkinetic child was developed. The mother of each child admitted to the program volunteered to assist a child other than her own for approximately one hour per day. To supplement the manuals given to parents, reading improvement specialists provided parents weekly phonics classes, Coastal Carolina Community College offered night classes in phonics, and the volunteer parents met outside the school to gain further understanding of the dyslexic program.

b. Interest centers were established:

   1. As a child completed independent lessons, an interest center to reinforce that lesson was utilized individually or with partners.

   2. Small groups of children involved in interest centers, coordinated by aides, organized so that a teacher had more time to spend with individuals and small groups.

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E. D. III TEAM TEACHING AT MARY P. DOUGLAS SCHOOL IN RALEIGH

The Mary P. Douglas Elementary School containing grades one through five represents a uniquely designed building which is brightly colored and warm in feeling. Its six gold-carpeted multi-purpose rooms have twenty-two classrooms nested around them. From the moment you walk in, you feel the relaxed atmosphere which permeates the school. The faculty has worked hard at creating the most desirable place for enjoyable learning, where students go freely to a media center, to music classes, to the cafeteria, and to the bathrooms. Students relax in the carpeted areas, working in groups of various sizes, under the supervision of one or more teachers. Even though the basic program is not radically different, the opportunities for students are unlimited.

The organization is based upon five grade-level teams, consisting of four to five teachers each. Twenty-one teachers, a full-time materials and media specialist, and one reading specialist and aide are responsible for instructing approximately 515 students. Achievement grouping is used in language arts and math, while science and social studies instruction centers around unit studies worked out by the teams. The program is child centered, where the slowest learner and the most gifted are challenged. Students cross grade lines according to their needs. The very talented often have to be provided a special program to fit their special needs. Teachers have worked toward individualizing instruction as much as possible. Field trips are encouraged and guest speakers, at every grade level, are coming and going constantly. We are indebted to faculty members from North Carolina State University, Meredith College, and St. Mary's College for their assistance. Many of the Douglas parents have volunteered their services as resource people in science and social studies, while others help in the library and health room. Learning centers are set up within the multi-purpose rooms and are manned by parents. This is another rather unique feature of this program. The school is fully integrated which adds new dimensions to the total school program.

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E. D. III CONTINUOUS PROGRESS PROGRAM AT HENRY R. ADAMS ELEMENTARY SCHOOL, WAKE COUNTY

The staff of Henry R. Adams Elementary School believes that the needs of our gifted-talented students can best be met when integrated into the overall school program with its emphasis on individualized instruction on a continuous progress plan. We feel that an environment which permits increased learning opportunities can best be developed through the strengths of team teaching, multi-aged heterogeneous grouping, and open classrooms. We make no attempt to separate our gifted program from our regular curriculum. We feel that this integration of effort greatly increases our ability to explore, pinpoint, and take positive steps towards meeting the needs of our gifted students. We feel that our approach towards the gifted program has been a source of innovative power from which our overall school program has drawn strength. A high degree of student involvement in program development and demonstrated student leadership are positive outcomes of the program.

Gifted-talented students are identified, but are assigned to teacher teams by random selection. Each team of teachers accepts the total responsibility for the educational program of its students. Students are multi-aged into second and third year teams, and fourth and fifth year teams. Individualized instruction is emphasized in the skilled subjects of language arts and mathematics and students progress according to their ability, embracing a contractual plan. Other curriculum areas highlight flexible grouping with emphasis on short term regrouping for both interest and ability. Extensive use of the school's media center and materials, building resource centers, and individual room learning centers by gifted students have led to an increase in individual student investigations. Current efforts toward a higher degree of integration of the school day are allowing for more student follow-up in areas of special interests and talents.

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E. D. V SCHOOL ON WHEELS, A LIVING-LEARNING PROGRAM IN WINSTON-SALEM/FORSYTH

The academically talented program in the Winston-Salem/Forsyth County Schools is an enriched, challenging offering for students with superior intellectual ability. Students, selected through careful screening based on their ability and performance, follow a sequential program from grade three through high school, where they may take Advanced Placement or college level courses. This is one of the two largest and most comprehensive gifted and talented programs in the State.

Students at all grade levels are given the basic academic skills, some acceleration in subject matter, and are encouraged to pursue individual interests and develop creative talents.

Classes in grade three through six are housed at Brunson Elementary School. There are two classes at each grade level. In the seventh and eighth grade, the students go to Wiley Junior High School; in grades nine and ten to Paisley High School and in grades eleven and twelve to Reynolds Senior High School.

Unique features of the academically talented program include the offering of conversational Spanish at third grade level and continuing through the eighth grade. It may be taken as an elective in the ninth grade. Students throughout the elementary school participate in the Junior Great Books Discussion sessions; study the Human Value Series; are involved in numerous experiences in creative writing, classroom dramatic productions, and community enrichment speakers. When speakers are invited, all classes, both academically talented and regular, are invited for that particular grade level to listen and interact. Teachers are free to organize and conduct their classes as best benefits the students, and classes may vary from the traditional pattern to open classroom techniques.

Educational tours extend the learning experiences outside the walls of the classroom to the boundaries of the State and beyond. The fourth grade classes this year, in connection with their in-depth study of North Carolina, took a three-day educational tour of the State with emphasis on the historical, cultural, natural, and ecological aspects. With two teachers and eight parents (including a doctor and a nurse), the 56 children began their School on Wheels from the Mountains to the Sea at Roaring Gap. The first day's itinerary included brief visits to Charlotte, the home of James Polk, Gaddy's Reserve, Town Creek Mound, the Sandhills, Fayetteville, and the outer coastal plains. The second and third days found them at Fort Macon, Tryon Palace in New Bern, Bath, Lake Mattamuskeet, Nags Head, Kitty Hawk, Elizabeth City, the Dismal Swamp, Edenton, Halifax and Hillsborough. Two weeks later, the group made a one day tour of Raleigh visiting the Capitol, the Legislative Building, the Museum of Art, the Archives, and the Museum of Natural Science. A detailed report of these experiences is being compiled for the State Department and culminating activity of the North Carolina study will be an elaborate display in the auditorium of the school with dramatic skits by the students.

Special trips for the fifth graders include an overnight visit to Williamsburg, Virginia and to many spots in North Carolina.

To view and get the feel of medieval art and architecture, the sixth graders made an overnight tour of the Biltmore Estate in Asheville. To enhance the cultural appreciation of the contributions of North Carolinians to the literary world and to see what home life was like two generations ago, the group also toured the home of Thomas Wolfe. The group plans visits to several dams in connection with their study of conservation.

In grades nine through twelve in a two-prong approach, acceleration and enrichment become more pronounced. This includes special studies of the four behavioral sciences and the various styles of writing in English.

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E. D. VI TEAM TEACHING IN GRADE FIVE AT SHERWOOD SCHOOL IN GASTON COUNTY

In this team teaching situation, the classrooms can be opened so that all the children can be together in one large area to share interesting experiences such as project displays, Book Fairs, original plays, talent shows, science experiments and dancing. At other times small groups can be isolated for skills development or one or two children may work independently from the rest. Time is made available so that the students and teachers can listen and observe, plan, work and evaluate. Opportunities are given so the children can express their ideas freely and to offer suggestions in a helpful way. Oral expression is stressed as is independence. Long range planning periods give the students opportunity to decide what they want to do without the teachers telling them what to do. Challenging situations always give the child the chance to make choices and to learn to make value judgments according to the options offered.

Two fine teachers work and plan in close cooperation to make this program a success. They are Mrs. Kathryn Foote and Mrs. Gladys Robinson. These teachers were selected because of their flexibility, intelligence and past success in working with bright students.

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E. D. I ENRICHMENT AT WASHINGTON STREET ELEMENTARY SCHOOL, PLYMOUTH, IN WASHINGTON COUNTY

The enrichment program for gifted pupils at Washington Street Elementary School is designed to cover all areas of the curriculum; however, most of it has been in the language arts area. Gifted pupils from grades four, five and six are involved in the program. Washington Street's gifted program operates in conjunction with the regular school program and all classroom teachers are involved. Each day, gifted pupils from one of the three grades in the program leave their homogeneous, language arts-math class to go to the teacher of gifted children, Mrs. Helen Peele, for enrichment in these areas. On the same day that these pupils go to Mrs. Peele for language arts-math enrichment, they leave their heterogeneous classes and go to her for enrichment in other areas of the curriculum. Gifted pupils from each grade go to Mrs. Peele on different days of the week. This gifted program, basically, is the same as the regular school program, except that it offers additional opportunity for enrichment. It is hoped that as the program develops it will become an extension or broadening of regular classroom activities for gifted pupils. Experiences of pupils in the gifted program are shared with pupils in the regular classroom. Much of the work done in the gifted program is project work. Whenever a pupil temporarily runs out of project work, he can use the SRA Reading Laboratory. There is also an emphasis on creative writing in this program. Children in the program can feel free to consult Mrs. Peele with any academic problems or interests.

Mrs. Peele first started her work with gifted children in a self-contained classroom. She was chosen because of her competence as a teacher and her willingness to work with gifted pupils. After four years the administration decided to move into the itinerant program, so she was naturally first choice. There are approximately 115 pupils in the program. They are chosen from the rising fourth, fifth and sixth grades each spring. All pupils who meet the criteria set forth by the Department of Public Instruction are chosen to participate in the program. This way more pupils are served than in former years, when only the top twenty-five talented pupils in the fifth grade were chosen to be in a self-contained class. In the present program pupils are scheduled for Mrs. Peele's classes on a rotating schedule. They attend her classes twice weekly for two weeks. On the third week pupils from one grade are scheduled for the gifted program for only one day. Language arts and math work is scheduled each morning and other areas are scheduled for afternoons.

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E. D. III THE ITINERANT SCIENCE PROGRAM AND PROGRAM ORIENTATION IN ROCKY MOUNT

The program serves seven schools with two teachers, Mrs. Ann B. Robbins and Mrs. Joan E. Hawley, seeing students twice weekly for one and one half hours for each session. The program is based on science, yet it is used as a big area of work closely correlating language arts, social studies and math. Art and music fit into the picture when possible. Five units of work are used yearly. The first unit of work is dealing with How To Study, The Investigating Method and How To Do Research. The other four units involve a science basis. By the time the students have finished the sixth grade, they will have covered eight science units of work. In using the investigating method, the students must work on the contract method. No one textbook is used. Many supplementary books, library books and resources both human and environmental are a part of the study. The seashore was used in a study of oceangraphy last year. Many field trips were made such as The Nuclear Reactor in Raleigh and The Morehead Planetarium. Usually, in March and April students culminate their study by a Science Fair. They work out a problem that they have chosen using experimentation, research and charts. They must explain to the judges the complete investigation. These are excellent.

In late spring students are identified for the program. This is based on IQ and Achievement Test scores on reading, science and total average. Meetings are held in each school wherein classroom teacher evaluation of a student carries more weight than the other criteria. It has been found that this is very valuable in relation to how a student progresses. At this session, the principal, supervisor and the classroom teachers in cooperation with the academically talented staff select students for the following school term.

An orientation session is held to let parents know what the program concerns. This has taken many different forms. In one, the academically talented staff talk with parents with the superintendent of schools taking the lead and having principals and fifth grade teachers present. Second, a panel consisting of classroom teachers, academically talented staff, a principal, a parent of a former student with the supervisor moderating is another plan. The Superintendent introduces the program and conducts the question period which follows the program. These are used at the time the parents have the prerogative of saying whether their child will enter the program. Ninety-eight percent do. Last year, the philosophy used was that if a student was recommended, he needed the program.

Mid-year group conferences with parents in individual schools have been held in which an evaluation of the program was given by both staff and parent. Time was allocated to answering parents questions. Other times, students have talked with parents about their work and solved a problem to its completion for them. Last year individual parent conferences were held with each parent during February at the same time parent teacher conferences were held for all other children. Always, the parent conferences have been available to each parent as they felt a need.

At the end of the year, a detailed questionnaire is sent to each parent to evaluate the program for their child.

Parents, two on each bus, always go with students on their out-of-town trips.

The student does much evaluation of himself after solving each problem and after each big area of work to ask himself through a check list if his questions about his problem have been answered. This is one of the beautiful parts of the program. Then, subjectively the student is given The Metropolitan Achievement Test Intermediate II in which Science and Reading sections are looked at very closely. In May, the STEP Test is administered to all students. Grades in regular classroom work are checked quarterly to see that a student can do his work in the academically talented field and his classroom work, too.

The teachers are used as resource teachers to other classroom teachers. Many times, they have located material or helped a teacher get an experiment going, or possibly suggested a field trip or a program on television. Part of their job is to keep science laboratories checked and in order and to make requisitions for new materials. They keep up with the newest publications in science and make suggestions to the principals as to what to purchase. They completed a workshop using multiple adoptions in the big area of work with science as a basis. One teacher was responsible for the fifth grade, one for the sixth and the supervisor had the fourth level. These teachers work closely with librarians so that the newest of publications in books, films, filmstrips and transparencies will be at the disposal of their students. They have proven most valuable to our system.

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E. D. III THE GIFTED PROGRAM AT CARY ELEMENTARY SCHOOL, WAKE COUNTY

Gifted students are encouraged and directed to pursue academic studies and talents through independent study. Creativeness and research are a vital part of the curriculum for the gifted students. Excursions are also provided to enrich learning. Advanced math, algebra, and advanced language arts courses, writing and literature, are part of the talented program. Learning media become the learning laboratory for the gifted students and the inductive method of teaching is used in this program more than in the regular program.

Six gifted classes are provided at Cary Elementary--one fourth, one fifth, two seventh, two eighth. There are no sixth grade classes at the school at present. Students are selected on the basis of academic achievement, maturity and emotional stability, mental ability, and teacher recommendation. Parental consent is obtained before placement of students is finalized. Teachers are selected on the basis of their previous training and teaching experiences. Class membership is held to a minimum. In grades four and five the classes are self-contained; grades seven and eight are on the block system.

The Wake County Guide for Continuous Progress in Math[1] and a similar guide for language arts provide a continuum of skills including enrichment levels. These guides were developed and refined by teachers. Teachers of the gifted utilize the enrichment levels to a great degree. Skills in these levels provide a depth of understanding which challenges the academically gifted child.

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E. D. VII MULTI-GRADE, MULTI-AGE, SELF-CONTAINED CLASS IN AVERY COUNTY

The 1970-71 school year saw quite a change in the program for the academically talented children at Crossnore Elementary School in Avery County. In previous years the talented children from grades five through eight had gone to a special class for one period daily, each grade separately, for instruction in one or more areas of the curriculum and for enrichment. Since 1970-71, approximately twenty students from grades five, six and seven are combined into a self-contained class with Mrs. Margaret Ollis as the teacher. Although large group instruction is used frequently, much individual and small group work is done with emphasis on independent reading, research, and activities. Units of work are broad enough to allow the children from the three grades to work simultaneously on varying levels. One of the most rewarding studies is a unit on the animal kingdom. Some of the activities in the unit include small group reports on the different phyla, pupil-made booklets, use of microscopes, and, as a culminating activity, a field trip to the city zoo in Asheville. Several other units which the children especially enjoy are poetry, religions of the world, and the wars in which America has been involved. In math however, each grade works separately with their respective textbooks. As in any regular classroom, two of the major problems seen each year are teaching on many levels within one class and finding sufficient planning time. Occasionally a few of the children feel penalized because of the separation from old friends in the regular classroom but generally the class is very cohesive and cooperative.

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[1] Additional and detailed information concerning the Wake County Continuous Progress Program can be obtained from Mrs. Helen Frazelle, Assistant Superintendent for Elementary Education.

For this class chosen students are those who qualify in several of the following areas: an IQ of 115 or above, an achievement level of two or more years above current grade placement, special talents, wide interests, and teacher recommendation. The teacher was selected on the basis of a wide general knowledge of the subject areas and her ability to meet the needs of these particular children in creative new ways. One of the main results of this multi-age, multi-grade class is that the children are allowed to launch out and explore on their own with a minimum of teacher guidance. There is much flexibility and freedom within the structure of the class permitting creative expression by the children. The class is quite an unusual experience for both the teacher and the students. Many of the children come from the town or nearby area but some have come from other parts of the State and are boarding students at Crossnore Incorporated, a non-profit boarding school. This class is unique in North Carolina.

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E. D. I THE ITINERANT SCIENCE TEACHER IN BEAUFORT COUNTY

Classes of one hour, twice a week, are held in six different schools in Beaufort County. The teacher visits three schools a day with Friday being spent in the county office as a planning day. The area is non-compulsory science enrichment. No grades are given nor are textbooks used. The students usually decide the area of science that they would enjoy studying the most. During the year the students have projects and field trips related to their specialized interest. Instructional materials are available from the six schools and also from the Educational Media Center. The instruction, materials which support it, and laboratory experiences presented are planned to promote curiosity, create interest, and develop an inquiring mind. Another way in which this program differs from the regular curriculum offering is in the multi-age organization of the classes.

The teacher for this program, Mrs. Evelyn Payne, was selected because of her special training and interest in the gifted child. She has advanced training in science, experiences in regular classroom teaching situations, and has attended state, regional, and national conferences and workshops related to the education of exceptionally talented pupils.

In the spring, the classroom teachers in the six elementary schools send lists of prospective students to the central office. A child with high achievement records and an IQ score above 120 is given an individual test to select the roster of students. Some high achievers in science who do not possess the 120 IQ are tested and may be included in the program.

Class size in the various schools has varied from six to twenty-eight pupils. These pupils who qualify are selected from the upper elementary grades ranging from grades five through eight depending upon the organization of each school. The pupil population in the rural schools does not provide an adequate concentration of talented pupils for a full-time program. This itinerant teacher use provides challenge and enrichment for qualified pupils from the entire school system.

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E. D. IV THE ITINERANT RESOURCE TEACHERS IN HARNETT COUNTY

In the Harnett County School System there are two teachers working with the gifted and talented students. Mrs. Mary Mac Keating works with students, grades five through eight in the Harnett School, Dunn, North Carolina and Mrs. Leah Woodall, grades five through eight in the Erwin School. Mrs. Ester Johnson, Supervisor from the central office, assists in coordinating the program.

When Harnett County's gifted and talented program began several years ago, the students were placed in a self-contained situation and attention was given to a sequential development of the necessary skills in all subjects. During the 1970-71 year the teachers have become itinerant resource teachers within their respective schools. The philosophy of the program has been that every child has the right to the discovery and maximum development of his potentials. Working with all the regular teachers in each of the given schools enables the resource teacher to help more gifted children by offering a diversified and different curriculum in contrast to having a self-contained situation. A close working relationship with the regular classroom teacher is maintained in order for the bright student to receive additional instruction according to talent, ability and interest. The goals have been depth and enrichment rather than acceleration, and the program has been different from that ordinarily provided for the average learner. It is an extension and supplement of the work of the regular classroom teacher.

A variety of activities going on in the classroom at the same time is very common. The students work on individual projects as well as in small groups. At times they are given an opportunity to select projects to satisfy their own interest and curiosity. Some tasks are assigned to develop critical thinking and self-analysis.

The overall planning for the program is a tremendous task. The students work with a variety of material resources. In trying to do the best for each student, teachers use a variety of techniques and materials--games, research, field trips, art projects, music, creative writing, use of resource people, production and dramatization of original plays, supplementary books and reading materials, newspapers, and magazines. Students are not only encouraged to work in the special interests they already have but also to explore new interests as well. Oral and written reports of various types give the students an opportunity to share their learnings and to express their ideas. In addition to working with the exceptionally talented with special projects in language arts, math, social studies, and science, emphasis was also placed on meeting the needs of the children talented in art. Opportunities for out-of-school classes and for visiting exhibits and collections in the community were provided.

Through all the varied activities the main goal is to develop each student's special talent. The students learn the basic information more rapidly than the average pupil and then he moves on more in depth to form new ideas. Emphasis is placed on creativity and originality, self-expression--both oral and written--and abstract thinking processes.

Teachers were selected who had proven to be successful in past performances. They had exerted a favorable attitude toward teaching and their students and had been more student-centered in their teaching techniques. The teachers selected possess qualities common to the teaching of the gifted and talented, expressed a special interest in working with this type pupil, and were willing to pursue in-service training. Pupils selected had received an A or B on most of their major subject areas. In addition to accepting pupils with extraordinary learning abilities, pupils with outstanding talent in particular areas were also accepted. Class size and scheduling were very flexible--depending on the project or activity. Emphasis was placed on spending the appropriate length of time with each individual. Classes were usually small.

Both teachers have found that keeping a daily log is very beneficial in keeping schedules in order and avoiding confusion.

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E. D. VI ENRICHMENT: THE "MOSTEST" WITH THE "LEASTEST" IN STANLY COUNTY

Does your school system consist of fourteen schools scattered over a 390 square mile area and serve communities which are mostly rural and conservative? Does your system depend mostly upon the state allotment for your teachers? Do you have two state allotted GT teachers? Does your system have nearly 700 pupils who are eligible for the GT Program? Is the enrichment program in your system mostly dependent upon the individual initiative of self-contained classroom teachers? Is your central office staff ready to make some tough decisions concerning realistic limits of your resources? Will the philosophy of your school system permit you to minimize some of the more common practices of GT pedagogy for the sake of bringing a limited enrichment program to a much larger number of eligible pupils who would have been excluded? Can your system budget $600.00 for the travel expenses of two GT itinerant teachers and $300.00 for special instructional supplies? If your answer to ALL of the above questions is YES, then you may wish to investigate the GT itinerant enrichment program as practiced in the Stanly County School System.

To initiate this program the school system realized the need of an administrator on the Central Office Staff who was both authorized and willing to make some tough decisions and to give leadership, coordination, and encouragement to the program. Mr. Jacob M. Carter, Associate Superintendent, Stanly County Schools, after consultation with the two GT teachers and the principals of the various schools, provided this leadership. Some of his first tough decisions were: (1) after considering the total number of eligible pupils and having only two GT teachers, the GT program would be limited to grades five through eight; (2) two elementary schools were eliminated from consideration due to remoteness of location and the small number of eligible pupils leaving nine elementary schools to be included; (3) the GT program would be non-graded and limited to the areas of art and drama; (4) both areas would be enrichment programs and could vary from school to school depending upon the offerings already in existence at the schools; and, (5) twice during the school year the selected pupils would be removed from their regularly scheduled classes for several hours for twelve successive school days, once for art and once for drama.

By personal preference, Mrs. Linda E. Julian elected to develop and present the art program and Mrs. Henrietta E. Carpenter elected the drama. Both are secondary certified which proves the uniqueness of the GT certification. Both work independently of each other and are seldom in the same school at the same time. On occasions, when one of Mrs. Carpenter's larger classes is presenting a play, Mrs. Julian will join her and together offer art experiences in the form of scenery preparation, staging, and costume preparation.

Evaluation of such a program is completely subjective. Coordination between GT teachers and principals is continuous. The final day of each twelve-day period is devoted to presenting a play or a series of skits and displays of the pupil art presentation. Parents and other friends of the community schools are invited.

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PART II
JUNIOR HIGH - MIDDLE SCHOOL

E. D. I WASHINGTON CITY SCHOOLS CHALLENGE GIFTED STUDENTS

Vibrant posters, mod colors and paper mobiles greet the seventh grade academically talented student as he enters the room of Mrs. Dee Congleton for the first time. The room size is the same as other rooms in the P. S. Jones Junior High School, but the total composition differs. The seating arrangement is composed of tables along with desks. The tables make up the various learning centers for a multi-media center where effective learning processes occur. The centers which Mrs. Congleton chose to use were reading, creative writing, audio visual and learning games. At assigned times during the three hour block of language arts and social studies, students work at the various centers.

During a recent study of the local history of Washington, some of the students at the audio visual center watched filmstrips about the Civil War. Others were at the creative writing table preparing interviews with local people having extensive knowledge of the town. After group studies of Washington, the students were all brought together to relate and share their knowledge. Two scrapbooks were filled with pictures of old houses, interviews, and past and present history of Washington. The students learned to appreciate their heritage and the town in which they live. Additional study led to field trips to Edenton and Bath to view restored homes. Writing and thinking skills were used in the historical study. Resource people (writers, history buffs, city management people) were brought into the classroom to share their knowledge with the students. Copies of Beaufort County-Two Centuries of Its History were obtained from members of the community and read by students in the classroom. The science of heraldry was also studied. Students traced their family background and researched their coat of arms. In many instances students found some of their relatives had been a member of the Washington Grays or the Beaufort Ploughboys, two local fighting units of the Civil War.

Both the social studies and language arts programs center around the inquiry method. Bookshelves are filled with local and national books, magazines, and newspapers. Research is the vital key to knowledge gained in any area and the students utilize various methods in presenting their information.

Realizing that an academically talented program in language arts should include extensive and varied literature, Mrs. Congleton presents reading lists to the students at the beginning of the school year. LORD OF THE FLIES, JANE EYRE, CALL OF THE WILD, and books by North Carolina authors are included in the reading program. Plays, collages, cartoons, discussions, and comparisons are some of the techniques used in the varied reading program. Follow-up in the program included the writing of short stories and plays. The preparation in writing encouraged the majority of the students to enter the creative writing contest held annually at P. S. Jones Junior High School.

Selection of students for the seventh grade academically talented class is based upon an IQ of approximately 120 or above and an achievement level of 2.0 years above actual grade placement. Students are also recommended by sixth grade teachers. The class load averages around thirty. Students are in a block for Language Arts-Social Studies and Science-Math. Heterogeneous grouping occurs during the day for physical education and also for viewing of various class related films.

Mrs. Congleton was selected to teach the talented class because of her deep interest and desire to help enrich and meet the needs of the gifted child.

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E. D. V WOODLAWN MIDDLE SCHOOL'S ITINERANT RESOURCE TEACHER IN ALAMANCE COUNTY

Woodlawn Middle School was designed and constructed for an ungraded organization and utilization of team teaching and individualized instruction. The school is divided into three "houses" with two teams in each house. Students identified as academically talented are placed with all teams and receive additional instruction from the itinerant resource teacher who moves from house to house. The resource teacher works with team members in planning for both large and small group instruction. The instructional program for the academically talented is designed to allow these students to explore in depth areas of English, social studies, and reading. The English curriculum deals chiefly with the creative aspect, and students are given many opportunities for writing. A supplement to the regular social studies program provides an opportunity for students to deal with a narrow topic in depth. "Mini" units are also developed by the resource teacher and her pupils. Various literary forms and techniques are studied in reading. Work on particular skills is individualized.

The three houses of the school are located around a Learning Media Center, so that students have many opportunities for exploring various materials in research and individual study. Learning Activities Packages have been developed which allow academically talented students to work on more advanced levels.

The itinerant resource teacher, Mrs. Martha Jobe, moves from house to house scheduling her work with that of teacher team members. She usually sees each student on an average of every other day. There are approximately fifty students in the program, and instruction by the resource teacher is usually in small groups of eight to twelve. Students are selected according to the State guidelines by the resource teacher, the school guidance counselor, and the regular teacher.

As Woodlawn has been in its present facility only since February, 1971, adjustments are constantly being made and the program evaluated.

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E. D. VI SEVENTH GRADE BLOCK AT W. P. GRIER IN GASTON COUNTY

At W. P. Grier Junior High School, the seventh grade level students are enrolled in Language Arts-Social Studies block taught by Mrs. Elizabeth Grigg and a Health-Science-Math block taught by Mr. Gary Britt. In the academically talented classes (about seventy students in both blocks) emphasis is on developing and improving learning skills and developing creativity through individual talents.

Selection of students for these classes is a joint venture of the elementary feeder school teachers and the junior high guidance counselor. The sixth grade teachers recommend the top students from their high groups; the junior high counselor places the highest pupils in Block I, and the overflow is placed in Block II. No more than thirty-five students are assigned to a block; no new students are usually added. Block I is scheduled for Language Arts-Social Studies from 8:30 - 12:30 (including lunch); the Math-Science block meets from 12:30 - 3:00 the first semester. The second semester this schedule is reversed. Both teachers and students agree that this is a good aspect of the scheduling.

Both instructors work together to enrich the program and not accelerate it. Pupils learn to construct problems for study and to develop them in both small groups and independently. The emphasis is on inquiry, research, experimentation, organization, and drawing conclusions through relationships.

A differentiated program of learning is planned by instructors and students through varied techniques. Some which have proven effective and interesting are independent study, research, workshops in the mechanics of English, discussions, social studies and spelling contracts, creative writing, debates, dramatic skits, individual and group projects, Morning Talks, teaching values, games (patterned after TV programs for review and evaluation), plays, programmed learning, field trips, individual reading program, conversational Spanish, experiments, art work, Circle within a Circle (for evaluation and discussion), etc.

Along with these techniques students rate using differentiated materials as important. For example: these students use many different reading materials such as supplemental books on a higher grade level, newspapers, news magazines, editorials, supplemental science and math books, and current magazines (such as Read and Junior Scholastic). They are offered a wide choice of good books through reading lists to develop their appreciation of literature. Using new and interesting ways to report on books, dramatizing stories, and using roundtable book discussions arouses interest in more and varied independent reading.

Learning to use audio-visual aids such as the opaque projector, the overhead projector, the tape recorder, the slide projector, the film loops, the movie projector, and the record player aid pupils in presenting their material more creatively.

In both blocks particular stress is on the process of learning and thinking. Students are encouraged to think divergently whereas in the average classroom he might have been laughed at for his "way-out" ideas. Everyone is urged to express his own opinions and ideas provided these divergent ideas and opinions are supported by good evidence to the problem being studied. In these and many more ways we feel that we are giving our students a differentiated program of learning in the seventh grade.

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E. D. VII A SEVENTH GRADE SELF-CONTAINED PROGRAM IN NEWTON-CONOVER

East Newton School is a seventh grade school and the classes are self-contained. By choosing students for the advanced class who are accelerated in many areas, the program has as a goal the giving to these children incentives and a level of work that they may not have had before. The students are allowed to experience new concepts and ideas as they occur in the curriculum. The classroom is a workshop with the students experimenting, probing and sharing their discoveries with their fellows. No question is discarded or disregarded, no idea overlooked, and no experience taken lightly. The self image of each child is kept uppermost in mind. Through experimentation in science and math, through creative writing and role playing in the language arts, school is made a living and exciting place to be each and every day.

The teacher, Kenneth Simmons, brings a varied wealth of past experiences to the class--the military, college completion after leaving service, private business--all of which help him to bring a sensitivity to his class. Since the children are drawn from five elementary schools, teacher recommendation in addition to past performance in the academics plays a large role in student selection.

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E. D. V HUMANITIES PROGRAM AT THE MADISON-MAYODAN JUNIOR HIGH SCHOOL

The resource unit approach with emphasis on inquiry and concepts is implemented in the three-period block humanities program. Language arts, social studies, art and music are correlated to make up the curriculum under the direction of Mrs. Anne Tuttle. The mechanics and skills are taught as the individual needs are observed and as the students seek help.

Small groups of five members provide opportunities for pursuing individual interests, sharing responsibilities, establishing objectives, projecting and assimilating ideas, and evaluating performance. When a theme is completed, the class regroups. Each student is given a copy of the unit as the theme is introduced. He decides what he wants to accomplish and enters into a contract. In this contract a student reads and evaluates the unit and decides how many goals he wants to accomplish in order to proceed meaningfully through the next four to six weeks. The student records his proposals and keeps a study plan. Each week the plan is evaluated by the teacher and student.

During the school year some or all of the units listed below are developed:

Basic Documents of United States History
Colonization and Expansion
How Man Expresses Himself About War
Poetry: An Expression of Life
Black Contributions to Our Heritage
You Live Today--1970's
Superstitions and Witchcraft

The teacher's role in the unstructured resource method of instruction is to motivate the students, guide the students in the development of skills, and help the student evaluate activities. Creativity is a very important ingredient in this theme approach. The teacher in the humanities program must be very creative, willing to experiment, and maintain a positive point of view in regard to student behavior and response. She must further give much time to planning and improvising.

The criteria for the selection of students include above average ability, emotional stability, and basic skills in grammar. The membership of the class is limited to twenty-three. There is no special scheduling since this is a three-period block of work.

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E. D. III OBJECTIVES AND TECHNIQUES OF THE ACCELERATED ENGLISH CLASSES IN TARBORO--GRADES SIX THROUGH EIGHT

By being enthusiastic and flexible with the elementary English classes for the academically talented, Mrs. Viola Babcock generates a relaxed "learning-is-fun" atmosphere which fosters self-expression and independent thinking at C. B. Martin Junior High and Pattillo Elementary Schools. Oral communication is encouraged by permitting students to stand and speak freely. This feeling of freedom promotes a readiness to participate in class discussions and to give individualized interpretation to study areas. As they share their work, they realize the importance of valid written and verbal contributions. The performance of each student challenges the others to devise innovative ways of sharing original and selected work. Mrs. Babcock works part of each day at Martin with the seventh and eighth grades and the rest of the day at Pattillo in grade six.

Involvement of students in the selection of study topics and activities leads to imaginative and creative work, both individual and group. For instance, when a student discussed a book of monologues with the class, each member enthusiastically chose and presented a monologue. Afterwards, they decided that each student would write an original monologue.

The classes formulate criteria for evaluating the strengths and weaknesses of student contributions. The evaluations sharpen student ideas for improving and enriching future work.

The following learning situations have created student interest:

a. Making the dictionary a good friend by becoming alert to new words and by developing the skills to understand them

b. Analyzing advertisements and editorials

c. Sharing summer experiences

d. Explaining hobbies

e. Selecting a calendar month from which each student chooses a day to present a famous person or event of that day

f. Developing a selected word from "Reality to Abstract"

g. Writing research papers on biographical and current topics

h. Studying famous artists and works of art

i. Preparing for a North Carolina Symphony Concert

j. Interpreting the music, art drama, and literature of Christmas

The selected areas of study are shared through plays, skits, monologues, impersonations, demonstrations, telecasts, illustrations, posters, charts, dioramas, readings, story-telling, and reporting, as well as by other modes of communication the student initiates.

Underlying all activities is the steady search for an appreciation of words, an awareness of acceptable sentence structure, an understanding of grammar elements, and the development of a coherent, fluent style of communication.

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PART III
SECONDARY

E. D. IV RED SPRINGS - ONE TEACHER AND FIVE GRADE LEVELS IN SOCIAL STUDIES AND LANGUAGE ARTS

One of the most original plans in the gifted program is the one in Red Springs. The teacher's schedule will indicate this.

8:30 - 10:30	Eleventh grade block for English, American literature, American history
10:30 - 12:30	Tenth grade block for English, world literature, world history
2:00 - 3:00	Minicourses in grades six through nine First six weeks - Preparation Second six weeks - Ninth grade "Interdependence" Third six weeks - Eighth grade "Humor" Fourth six weeks - Seventh grade "Drama" Fifth six weeks - Sixth grade "What is Worth Knowing" Sixth six weeks - Evaluation

This new concept of staff utilization was developed cooperatively by the teacher, Miss Pamela Houck, and the Central Office Staff.

The eleventh grade course is divided into two sections. First semester the literature and history texts are covered simultaneously. The students react favorably to this arrangement because they better understand a period in history when they are exposed to the literature of that time. They can achieve an understanding of the feelings and moods of the people while gaining insights into the major concepts forming in American history. Novels read this semester include ANDERSONVILLE, HUCKLEBERRY FINN and THE GRAPES OF WRATH. Second semester will include independent study for six to twelve weeks. Several students chose their independent study topics during the first six weeks of school and are already researching materials to be used in the second semester work. Work will also concentrate on America today through a study of current literature, history and grammar. Novels to be read include FUTURE SHOCK, INVISIBLE MAN, THE GREENING OF AMERICA and THE UGLY AMERICAN.

The tenth grade class is using a thematic approach to the subject matter. The advantage to this is a correlation of history, literature and grammar. First semester the class covered War in the Twentieth Century, Economy in the Twentieth Century, the Possibilities of the Twenty-first Century, and Great Civilizations of the Past. In the war unit, in addition to analyzing the actual wars that have and are taking place, the students study war literature and theoretical basic concepts concerning all war. The novel used with this unit is EXODUS. The twentieth century economy study gives an opportunity to become familiar with major magazines, newspapers and other media as well as an acquaintance with various major reporters and columnists writing today. The class also finds space here to include some research and writing of their own, tracing the economic policy development of various major countries. The contribution of the individual to inflation and depression is discussed. FUTURE SHOCK and THE GREENING OF AMERICA set up the unit on the twenty-first century. The study of great civilizations has prompted each student to write a research paper and to discover the history of writing as well as to show a need for proper writing techniques on today's recorders of history and producers of literature. Second semester covers units on revolution, Russia, the Middle East, drama, Africa, and one unit on current world problems. Novels to be used include ONE DAY IN THE LIFE OF IVAN DENISOVICH, THE ANATOMY OF REVOLUTION and THE UGLY AMERICAN. Spelling and grammar are incorporated through usage of research paper errors.

The ninth grade minicourse is a unit on Interdependence. The class made an interdependence map on the United States, researched into world interdependence, found types of interdependence in HUCKLEBERRY FINN and LORD OF THE FLIES, and discussed types of interdependence each student experiences. Each student at the end of the course had hopefully added to his self-concept feelings of interdependence, dependence and independence.

The eighth grade minicourse through the study of Humor will become acquainted with various forms of humor and the role humor plays in the United States today using comic strips, short stories, satires, drama, humorous political columnists, student contributions and the media.

The seventh graders will present a play. The tenth graders are writing three one-act plays. The eleventh graders will serve as set designers, costume designers, student directors, acting coaches, property managers and make-up artists. Hopefully, the three classes will all become acquainted with the total drama and learn the value of working with others in order to better their own individual performance.

The sixth grade will be asked to brainstorm What is Worth Knowing. They will then be placed in small groups to compile a list of possible research ideas that they would like to know more about. Each student will choose a topic he would like to know more about the will be allowed to pursue this topic. His presentation to the class may be in any form he feels suitable to his topic. The class will meet together once a week to discuss progress. The teacher will work with each individual as often as necessary to discuss problems, to lend assistance and to keep the student supplied with research materials.

Each grade level has approximately fifteen students, all of whom are talented and were chosen based on achievement, IQ, teacher evaluation and administrative evaluation. The teacher herself was selected to attend the Institute for Secondary Teachers of the Gifted at the Governor's School in 1971.

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E. D. I CREATIVE ADVENTURES IN EDENTON-CHOWAN

One of the most exciting things that can happen to a teacher is to be one who is working in North Carolina's special program for the gifted or academically talented. The program is truly rewarding and one which is quite successful in developing young minds that are eager, talented, and keen.

In John A. Holmes High School, Edenton, North Carolina, there are four academically talented classes--one for each grade level taught by Freddie Powell. At present, however, the program is only offered in the field of English, but it is hoped that the program will be extended to other subjects as well.

The purpose of the program is to ascertain, to stimulate, and to develop the gifted student further, to place him in a situation where he will be motivated and allowed to compete with others who are equally as talented, to master goals that will create depth, enrichment, critical thinking, self-analysis, and to engage the whole personality of the student, not one small intellectual part of him.

To accomplish these goals, a number of activities are employed which basically emanate from the students themselves and really allow each student to be creative but, at the same time, to find his work challenging, rewarding, and fun. However, to get even gifted students to be creative, at times, may be difficult unless the proper atmosphere is set so the student will feel uninhibited in working with his peers and teachers alike; but through certain assignments and techniques employed to motivate and allow creativity in each student, the inhibiting and frustrating looks fade rapidly and very interesting and successful results evolve.

For example, at the beginning of the school year, the students in one class were confronted with the fact that they must learn to express their true emotions in all types of written and oral exercises. To prove to the students the necessity and importance in doing this, they were first asked to list on a sheet of paper, which did not have to be signed, ten of the most perplexing personal problems they had. At first they were reluctant; but after being encouraged and reinforced with the idea that no one's idenity would be known, the problems were listed. The clandestine method added to the excitement and enthusiasm of the situation in that they could express openly their own true thoughts and personality. The papers were collected and then read to the class. Not a sound could be heard, and every ear was beamed in to catch every word. Students realized they had listened so intently because subjects that are personal, revealing, and intimate make interesting writing and reading. Excitement and enthusiasm mounted! In following weeks, the students' inhibitions crumbled more and more. The same idea was moved into the paper back studies, where panel discussions were set up of opposing sides to discuss novels such as CATCHER IN THE RYE, A SEPARATE PEACE, LORD OF THE FLIES and THE PIGMAN, which bring out the problems and frustrations teenagers face in growing into adulthood. Even television assignments like The Snow Goose and movie assignments like Summer of '42 were made.

Through dramatic acting and pantomimes, the students select passages from novels, plays and poems which express great personal emotion and give their own interpretations. Emotions were further stressed by having the students record on their own, either after school or during their free time, a dramatic passage from a novel being studied. The passage was to express an emotion they felt strongly, and the students had to use music as a background to help create the same emotions as that of the passage. The exercise became fun as students discovered that recording and expressing emotions through dramatic readings was exciting and enjoyable. Through the use of plays read in class and still others assigned in groups to be performed in class, the students are thrilled and excited to express uninhibitedly either written or oral works. So uninhibited, in fact, that a high school boy can stand before his classmates and read his own love poems.

Many independent study units are initiated by the students. A tenth grade class became quite interested in witchcraft. Over a period of three weeks, reports were written on the development of witchcraft in some foreign country and its influence on the political, economic, and social standing of the country. Five additional short stories of the students' own selection on witchcraft, magic, the supernatural, or occult were read and analyzed. These activities culminated in their writing their own theme on the same subjects and creating a collage on the same ideas expressed in their compositions and finally reading, discussing, and acting out scenes from THE CRUCIBLE.

Again, the students became interested in particular subjects. As many as ten to fifteen subjects were listed on the blackboard; the class was then divided into groups of fours, who thoroughly researched one of the topics and then presented to the class discussions which were unique and informative. Topics ranged from political revolution to homosexuality. The discussions became quite heated and views were spilled openly.

Much stress is placed on creative writing, and the students themselves evaluate their own writing by getting into groups of threes or fours to mark and offer constructive criticisms on their own works with the help of the teachers. Also, many creative and thought-provoking films are used to act as a springboard for writing. Films like THRESHOLD, LA JETTY, THE MOCKINGBIRD, CONCRETE POETRY, DREAM OF THE WILD HORSES, and THE KING'S NEW ARMOR are a few used. As part of the essay exam on LORD OF THE FLIES, the students were shown the film WARGAMES and then asked to compare and contrast it with the novel. The results were excellent!

Creative writing comes un a variety of forms. One day, one may stroll by the room and find some "wild" music turned on, finger paint gotten out, desks moved back, and paper spread on the floor, and the paint allowed to fly! The walls may be a little dappled when the exercise is over but the imaginativeness and self-expression that is created first in the paintings and then in the writings are well worth the clean-up.

In other classes, some of the same activities and methods of motivation are being utilized. The senior class has done work on some of the periods in literature. Two that they especially enjoyed were the Greek period and the Medieval period. Work in the Greek period included reports on the people, their ways of life, their art, recreation and literature. To accompany this period, OEDIPUS THE KING and ANTIGONE were read, and as outside work, every student read an additional Greek drama. In the Medieval period the students found joy in reading the CANTERBURY TALES. They were fascinated by some of the narratives that Chaucer left to us in his collection. They also did some minor studying on the language of the period.

Composition has played an important part in the class routine. Work has included creative work evolving from quotations, personal experiences, and literary works. It has also included descriptive narratives.

In the eleventh grade class, American literature has been stressed. Each student has been studying one contemporary author, reading extensively about his style. Current events and keeping up with the times have been encouraged. They have one day a week to discuss current events. The popularity of underground newspapers have been discussed; in fact, the students have brought them to class to spark comments on their usefulness.

The English teachers at John A. Holmes High School see this program as being equally challenging for them as well as for the students. Teaching academically talented students is a learning and motivational experience for all involved.

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E. D. VII EXCITEMENT AND CHANGE IN BURKE COUNTY

Individualizing Through Quarter Courses

Lifting language arts out of the horse and buggy era has long been a dream of English teachers in Burke County. Within the next two years that dream will become reality as the English curriculum undergoes wholesale revision to make possible tailor-made programs in language arts for all high school students in our school system. Our renovated English program will offer a banquet of quarter (twelve-week) courses to satisfy the various aptitudes and appetites for language arts found among our students. From a list of thirty-five to forty courses, each student will plan a three-year program of nine courses--all of his own choosing.

To insure a balanced diet we will ask that students choose two courses from each of three categories--(1) speech and reading, (2) composition, (3) literature--leaving him three selections at random. Each category lists courses geared to four general levels of need: there are courses for the career-bound as well as the college-bound; foundation courses designed specifically to help students having difficulty with basic language arts skills high interest and proficiency courses catering specifically to students gifted or exceptionally talented in language arts.

All courses cross grade lines. No course is required of any student. The plan relies totally on recommendation rather than requirement of specific courses. An extensive evaluation and guidance program in junior high will direct the student toward sound choices based on his personal abilities, interests, and future plans.

In the spring of 1970 the English staff began formulating the plans for this dramatic change in our approach to language arts instruction, and much remains to be done to attain the degree of readiness we would like before the first of our two comprehensive high schools opens in 1973.

Reaching the Exceptionally Talented

Another aspect of our language arts curriculum which has generated excitement in Burke County is the success of our program for gifted students. Begun in the fall of '65 as an experiment in specialized instruction for students gifted or exceptionally talented in language arts, the program initially involved eighty students and one teacher working between two schools.

Registration was limited to forty students per school. The teacher was free to use whatever organizational plan she deemed most workable. At the outset the two schools operated under different setups. Both plans involved two classes of approximately twenty students each. But one school started with a two-year program for upperclassmen (one class of juniors, one of seniors), whereas the other school used combination-grade classes (9-10, 11-12), giving students there four years of advanced study and enrichment. The two-year program made the course available to more students, but the scope of the four-year plan was far superior. Consequently, after three years both schools adopted the four-year plan.

Though under the umbrella of the Language Arts Department, the course has become far more than a routine study of English. Designed as a small humanities course, studies include dramatics, art and music appreciation, lessons in logic, philosophy, behavioral psychology, sociology--sometimes taught as separate units, more often interwoven with lessons in literature and compositions.

From the outset, enrichment has been the key rather than acceleration. Students in the program cover the basics in grammar and composition, but as they learn so rapidly, time permits them to explore areas of special interest. Mythology and ancient classics, philosophy, opera, comparative religions, public speaking, dramatics, creative writing are some of the mini-courses students have elected to study in addition to the regular program of literature and composition. They also benefit from more advanced instruction in grammar, composition, and literature appreciation than regular classes generally provide.

Combination-grade classes present the problem of structuring studies on a biennial rotation basis. Though the schedule undergoes modification each year depending on student needs and interests and the teacher's inclinations, the following list should give some idea of how the rotation setup works:

9-10

Program A

The short story
Poetry
Creative writing
Introduction to language, extensive vocabulary study

Program B

The novel
Drama
Speech and dramatics
Composition: fundamentals of theme and letter writing, grammar review as needed

11-12

Program A

Studies in American literature
Linguistics and advanced grammar
Philosophy

Program B

Mythology and ancient classics
Studies in English literature
Advanced composition

The A and B programs rotate, each being taught every other year, so that in four years students will have encountered all the studies listed--or comparable ones. We can't stress enough the fact that course content fluctuates from year to year depending on what teacher and students work out together. Once the program did run as given above, but invariably there is change. One class last year, for example, completely changed their program in mid-year to include a study of comparative religions. The students asked for the change when, in the midst of the short story unit, Hawthorne's "Young Goodman Brown" triggered their interest in a study of mankind's search for God and the meaning of existence. It was a rich experience, uniquely belonging to that particular class.

All the language arts skills--thinking, listening, speaking, reading, writing--are melded into every unit; however, many units are obviously designed to give special emphasis to certain skills. Time allotments vary, too, depending on what we run into; but most of the studies work beautifully in twelve-week blocks (quarter courses).

Finally, the program is not textbook oriented. In this course the text is just another book, one of many available to us, used only when it suits our purposes. The class provides for individual differences with abundant opportunities for independent study and small group activities.

Advanced English, as the program is called, has been highly successful. Students love the promise of something different. Conditioned for years on a diet of parts of speech and spelling drills, most students coming into the program classify English as "Dullsville, Man!" Opinions soon change, however, to the extent that by the end of the first six weeks, most students cite this as their favorite class. Here, often for the first time, gifted students encounter a class with a challenge. Incredulous eyes blink at the teacher's promise, her own eyes twinkling with excitement and fun, "Every day when you leave this class you will have learned something you didn't know before you came in." Or perhaps the challenge is, "This book may change your life. Do you dare read it?"

Gradually students come to equate English class with discovery, exploration, adventure, challenge, action, fun--and hard work. Many students find themselves having to study for the first time to do well in English, having been coasting along for years in classes geared for the average. Let us hasten to add, however, that challenge comes through the in-depth approach, through the greater difficulty level of material used and kinds of assignments made, not through a piling on of great loads of homework!

Perhaps the greatest testimony to the program's success is that today--seven years after its inception--the "experiment" has become a permanent fixture. What is more, the launching of two additional programs this year has extended our outreach to 240 students in five of our high schools.

One most rewarding aspect of expansion has been the outgrowth of weekly planning sessions involving the three Advanced English teachers and the language arts coordinator. Begun for purposes of orientation, the meetings proved to be so stimulating and refreshing that the teachers asked to continue them on a regular basis. Whereas before there was only one teacher working out program plans, now there are four highly creative minds brainstorming, problem-solving, exchanging instructional materials, sharing new ideas gleaned from books and magazines. The program has to be better for this mutual inspiration society!

The enthusiasm of the advanced English team is matched only by the excitement of the English steering committee when they meet to work on the new curriculum! For only one thing is more exciting than generating improvements in our program for gifted or exceptionally talented children, and that is making the dream of vitalized and personalized language arts instruction become a reality for every student in our schools.

We may not find perfect solutions to all the educational problems we see in our schools, but right or wrong we are at least attempting to do something constructive to improve language arts instruction for our students. As we see it, whatever we try can do little, if any, harm. And we firmly believe we are moving in the right direction to achieve our primary goal: to make learning so dynamic and alive that students want to become a part of it; to communicate to them through every course we offer that learning is a lifetime adventure--not an end in itself, but a way of life.

There are other kinds of projects and other activities in use in the Advanced English program. The class is an outlet especially for dramatic, musical, and artistic abilities (artistic including not only painting and craft skills but also creative writing); and most of the projects are related to these. Over the years the students have taken on all sorts of community club programs (PTA, Lions Club, Music Club and the like). Any number of the students have entered many kinds of contests displaying their talents in drama, composition, art, and music. At one school three musical productions (THE KING AND I, THE SOUND OF MUSIC, and CAMELOT) were sponsored by the Advanced English classes and the music department, becoming in the final analysis school-community affairs. Students in one school have concentrated on up-grading the school yearbook. Field trips have played an important role in making the program effective. There are any number of ways at getting at a thing, be it grammar or literature appreciation. I like to experiment with all sorts of approaches and activities. Some of them flop! The ones that work become stand-bys, but we are continually searching for better ways to instruct, motivate, inspire.

The following exerpt from one of the school yearbooks gives a detailed sampling of one highly successful activity which involved Advanced English students in two schools. Plans are being made for a similar activity in the spring (an arts festival) to include all the Advanced English students in the five schools having the program.

Advanced English Classes Hold Orgy on Mt. Olympus

"Seven o'clock 'earth time' was the hour and Mt. Olympus" (the primary cafeteria) the place for the mythological orgy held by the Advanced English classes January 6. Following an extensive study of mythology and Greek drama, an Olympian banquet and a drama festival seemed a fitting climax. Each student came costumed as a favorite mythological character, and twelve Olympians were chosen to sit at the table of honor.

During the banquet entertainment was furnished by such characters as Orpheus, Pandora, the Sirens, Pan, Iris; and the Olympians themselves joined with assorted mortals to present a wacky version of the Trojan War. Hilarious!

For the drama festival each of the four Advanced English classes presented a scene from a Greek play, and prizes were awarded for best actress, actor, director, and production.

Also as part of their study of drama, the classes made several field trips. At Thomas Wolfe Theater in Asheville they saw "She Stoops to Conquer" and "J. B." and experienced, for the first time, "theater-in-the-round." They also traveled to Charlotte and Hickory to see such films as GONE WITH THE WIND and CAMELOT.

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E. D. III THE ENGLISH PROGRAM FOR GIFTED AND TALENTED STUDENTS AT CARY HIGH SCHOOL, WAKE COUNTY

The English program for the academically talented students is designed to offer superior students both acceleration and enrichment. Because these students have mastered "above average" communicative skills, the thrust of the instructional program is toward activities which will challenge the superior students to analyze, synthesize and evaluate. These students have a wide variety of interests and are generally highly self-motivated. Since they grasp new concepts quickly and master skills easily, they grow impatient with routine drills and lectures. The following techniques are used most successfully with classes of exceptionally talented students: group planning, problem solving, independent study projects, open forums, large and small group discussions, educational activities outside the classroom (plays, lectures, movies), guest speakers and resource personnel.

The classes for these students differ from the regular classes in these ways:

1. the level of reading material is more sophisticated both in difficulty and content
2. instructional objectives are geared more to activities which will allow students to improve their ability to analyze, synthesize and evaluate
3. the classroom structure is pupil-centered with the teacher functioning as a resource person
4. more emphasis is placed on perfection in regard to communitive skills
5. more consideration is given to individual creativity

The success of this program can be measured in several ways. The students themselves say that they have benefitted through: their increased ability to use their time more efficiently; their acceptance of the responsibility for much of their own learning; a developed tolerance for differing opinions; their having learned to accept criticism; a developed desire for self-criticism and self-improvement; and having learned to plan, organize and work with others. Each year Cary High School has had one or two students to attend the Governor's School. In 1971 only two students were accepted in the academic area from Wake County and both came from the Cary program. Each one of the Morehead Scholars has been in this program. Many of these graduates place out of Freshman College English because of a high verbal SAT score.

Class members are selected according to the State criteria. However, due to the large number of eligible students who fit these criteria, the selection process is more rigid. Each student is interviewed by the program teachers and receives an explanation in depth of the role he will play thus giving him the option of joining or not. The two fine teachers who conduct these classes are Mrs. JoAnne Hines who works with the tenth and eleventh graders and Mrs. Dorothy S. Baker who guides the twelfth grade class.

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E. D. III ADVANCED ENGLISH AT SOUTHERN NASH HIGH SCHOOL

The program at Southern Nash does not possess a special Exceptional Children's Allotment but through interest, imagination, good leadership and planning, an excellent teacher has been able to create an innovative program. Miss Peggy Barkley, who attended the Institute for Teachers of the Gifted at the Governor's School in 1971, has an advanced class in eleventh grade English made up of students selected on reading scores and IQ test grades. The class is made up of approximately twenty-five boys and girls who are well integrated and possess a desire to achieve on a high level. The basic format is flexibility within a self-contained class. She allows for change in procedure, content and schedule according to problems or demands of the students. As many diverse teaching techniques are tried as situations will permit. Basically literature is a compromise between traditional and contemporary content. Much correlation of past with present is necessary. Best seller book lists, reviews and critiques of current literature in newspapers and magazines are utilized. Encouragement to substitute supplementary reading for that in the text book is given. All of this leads to lively discussion in which views are not judged as right or wrong, but as more likely or less likely possibilities. Students are always free to talk with each other and the teacher about their reading. Most of their writing and speaking is motivated from the reading activities. Composition is merely an exposure to all forms of communication hoping the student will try several yet accepting that form or method most appropriate to him as an individual.

The 1970-71 class was very interested in working and made a great deal of progress in understanding literature as an art and as a means of understanding oneself and society in general. The same approach is being used in 1971-72. Motivation comes from the personality of the teacher and her willingness to allow the class to seek out what appeals to them. Some of the students do very mature work and all do better than average.

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E. D. V HUMANITIES FOR ACADEMICALLY TALENTED AT TRINITY SENIOR HIGH SCHOOL IN RANDOLPH COUNTY

The Humanities Program at Trinity Senior High School centers around major units which involve both English and social studies. The seven units taught are: The Glory That Was Greece, The Lives of the Romans, The Renaissance and Rise of the European Nations, The Elizabethan Era, The Victorian Era, The Modern Era, and The Twentieth Century. There are no textbooks for this program and all types of printed materials and audiovisual materials are used extensively. Much emphasis is placed on independent study. The program relies heavily on field trips and resource people. Along with the English and social studies aspect, art and music are incorporated in the curriculum. The music and art teachers, along with the regular teacher, work as a team with this area of study. Small groups concentrate on an area of special interest in each unit then report to the whole class.

The teacher was chosen because of a wide background in both English and social studies. Students who have an IQ of at least 120 and teacher recommendation are invited to take Humanities. If they do not choose to take Humanities after an orientation to the program, they then are scheduled into regular classes. There is also an orientation for parents of these students.

Humanities is taught in a two-hour block of time. The students are divided by grades into these blocks. Each year the units go into greater depths than the previous year. Then the twelfth graders concentrate on modern day times and how history of the past has helped and hindered us in solving the complexities of our world today.

The majority of this integrative curriculum has been developed through the hard work of Dillard Hiatt who teaches the course.

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E. D. V THE NON-GRADED ENGLISH LANGUAGE ARTS ELECTIVE PROGRAM AT PAGE SENIOR HIGH SCHOOL IN GREENSBORO

The primary purpose of the Page High School English language arts curriculum is to meet the individual needs and interests of every pupil. It is a multi-aged program of semester electives with course offerings divided into four categories: language, composition, mass media, and literature. Because of the interrelationship of the language arts skills, all courses in all areas involve reading, writing, listening, speaking, and vocabulary building. Instruction is based on modified behavorial objectives utilizing multiple materials and emphasizing conceptual learning and cognitive skills rather than mere acquisition of knowledge. Teachers operate by diagnosing needs and prescribing appropriate group and individual activities. Although there are no "tracks" or "levels", and students from any grade or ability group (except special education) may take any course (except Advanced Placement English) if the course is needed by that student, the nature of the courses themselves often results in a kind of grouping according to either interest (as in Dramatics or Creative Writing) or ability (as in Advanced Composition). Academically talented students are particularly attracted to such courses as Shakespeare, Critical Analysis of Poetry, or World Literature which is conducted as a seminar and limited to twenty students per section. Frequently the gifted student will elect to take one of these simultaneously with an "interest" course like Journalism or Art of Film. In every course, however, the student is encouraged to work to his maximum potential through individually designed activities and independent study projects.

Upon entering Page in the tenth grade, all students take Introductory Language Arts, the only required course in the curriculum, in which much diagnostic testing is done and basic skills are reinforced where needed. For eight weeks of this semester, students follow a sequence of two-week "mini courses" on such topics as parliamentary procedure, speech improvement, and applied library skills. During this time, able students may pursue two four-week independent study projects, or they may choose to combine one independent study project with two "mini courses." A profile folder for each student is maintained in the departmental resource center. This folder contains results of all diagnostic measurements (including standardized tests, a writing sample, a reading maturity test, a taped oral sample, a listening skills test) as well as a check list and anecdotal account completed by each of his language arts teachers and a record of semester grades on all English language arts courses. These folders are employed by departmental members who counsel students throughout their three years at Page in selecting the English language arts courses which best fit their individual needs and interests.

Built-in policies of the program help to establish the desired esprit de corps. First, except for certain specialized courses, such as reading, teacher assignments are rotated, with each assigned something "old" and something "new" each semester so that no course becomes the exclusive domain of a single teacher and so that all teachers are provided both security and challenge. All teachers write critiques of their courses and contribute worksheets, tests, and other pertinent materials to a cumulative course activity folder maintained in the departmental resource center and made available to all who teach the course. In addition, team planning and/or team teaching are practiced wherever feasible. Prior to the registration each semester, teachers are given the opportunity to voice their preferences for the "old" and the "new" courses to be assigned to them.

Beginning in 1971-72, all senior high schools in Greensboro will implement an adaptation of the Page Program. Mrs. Hunsinger will coordinate the entire program to see that there is a commonality of purpose, philosophy, policy and practice.

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E. D. VI ENGLISH FOR QUALIFIED STUDENTS IN LINCOLN COUNTY

Teaching approaches used in the exceptional classes at West Lincoln

High School are more on individualized instructional methods. The teacher, Mrs. Gilda W. Mervine, composes several assignments on reading cards which call for much additional reading on the particular subject. She gives the student an opportunity to read beyond his assignment and most will do so. Short stories are studied and students are given opportunity to evaluate what they and others are reading.

Educational games foster vocabulary building. Short skits and audio-visuals created by the students help to create interest in the class. Doing independent research after careful choice of good topics will result in term papers. Talks of approximately fifteen minutes each sum up research for the benefit of the entire class. A result of the program is that students are motivated to read more, at a more advanced level, and with more variety.

Students for these classes are selected by use of State criteria. Replacement into regular classes occurs if students do not achieve at a high level of work set in this program. Class size will range from fourteen to twenty-two depending on the number of eligible students in each of the four high school grade levels.

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E. D. VIII DIVERSITY IN ENGLISH IN HENDERSON COUNTY

The English department of East Henderson High School in the spring of 1970 developed a plan for grouping English students on five ability levels, allowing for smaller classes at each end of the scale. Three criteria are used for the grouping: (1) all available test data, (2) previous English grades, and (3) teacher rating. All students are re-evaluated each spring. A rating scale is used to simplify placement. The scale takes into account the State requirements for identifying the gifted. The most attractive feature of the plan is that the whole English department is involved in the selection procedures.

At present three teachers, selected by the principal, share responsibility for the accelerated classes. Since East Henderson High is a school of fewer than 1,000 students, an effort has been made to involve gifted English students, especially on the senior level in types of activities not normally available to them in the small high school and to make these activities mutually beneficial to the student and to the school. During the 1970-71 school year the seventeen students in English IV directed by Mrs. Amy Pace produced the following individually or in pairs: an assembly program, a slide-tape show to orient new students to the school, a creative writing anthology, an author file for the English department, several personal collections of poems, a presentation for other senior English classes of a humanities approach to the romantic period, and in-depth independent studies with bibliographies provided for the school library. As a culmination to extensive work with English drama, a group from one class took part in a theater weekend to New York and the American Shakespeare Festival.

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E. D. VI HUMANITIES AND ADVANCED SENIOR ENGLISH AT CONCORD SENIOR HIGH SCHOOL

Concord Senior High School's Humanities Program can best be summarized by the general definition of the humanities found in the Report of the Commission on the Humanities:

> "The humanities may be regarded as a body of knowledge and insight, as modes of expression, as a program for education, as an underlying attitude toward life. The body of knowledge is usually taken to include the study of history, literature, the arts, religion, and philosophy. The fine and the performing arts are modes of expressing thoughts and feelings visually, verbally, and aurally. The method of education is one based on the liberal tradition we inherit from classical antiquity. The attitude toward life centers on concern for the human individual: for his emotional development, for his moral, religious, and aesthetic ideas, and for his goals--including in particular his growth as a rational being and as a responsible member of his community."

Specifically, our program begins with philosophy. As students understand different cultures and "ways of viewing the world," they can better understand themselves and their roles in society. Emphasis will be directed toward differences in Eastern and Western cultures and their cultural interpretations of the facts of nature. If one can understand these differences, then he can begin to see the importance of understanding another "culture" which exists within his community. Since a culture includes art, religion, and music, a study of a given culture will include all phases of the humanities--hopefully, helping the students to see themselves in relation to the world. With this understanding of one's fellowman and his culture, one begins to ask the question, "What is my relation to the rest of the world?" In searching for the answer to this urgent question, students begin to look introspectively--to self analysis in relation to the world environment and to their community.

So far as teaching methods are concerned, the teacher will assume the role of facilitator, and emphasis will be placed on student participation.

In Advanced Senior English the textbook ENGLISH LITERATURE (Daiches, Jewett, et. al.) will serve as a guideline for the course. The text is arranged chronologically and this chronology will be followed except for the modern literature. During the first semester, study centers around Twentieth Century writings. During the study of these writings an attempt will be made to lead the students into deeper and deeper generalizations about Twentieth Century literature. During this semester emphasis will be placed on creative writing and research papers. Publication of a literary magazine will be tangible evidence of students' creative works.

The second semester includes the literature from the Anglo-Saxon period through the Nineteenth Century with emphasis upon the relation of historical events to the literature. Some attention will be given to the philosophical and psychological implications of each era.

Student selection in Advanced English is based on IQ scores, achievement test scores, teacher recommendation, and special talents and interests.

Teaching techniques will emphasize student participation. The teacher, Mrs. Frances Black, functions as a coordinator or facilitator rather than a lecturer. However, lecture (when appropriate), discussion, reports, group work, community resource people will all play their part in this class. Mrs. Black attended the Governor's School Institute in 1970 and was a member of the Governor's School Staff in 1971.

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E. D. VII A LANGUAGE ARTS PROGRAM FOR THE "NOW" GENERATION--ASHE COUNTY

The program at Northwest Ashe High School strives to make the English program a relaxed and unregimented experience for the student. They read, they discuss what they read freely and openly, they write, they talk and they dramatize. Grammar as such is taught only in the ninth grade. From then on, it is a spontaneous learning experience. Emphasis is placed on quality, not quantity. If students become interested in mythology and wish to pursue it further, they do just that, even if it means that Shakespeare takes a back seat. Chronological study of literature is totally absent. The program is designed to meet the needs of the students and make it possible for them to identify with what they study. Units are geared toward personal development with the aim of preparing the individual for life as well as for college. New approaches and teaching methods are frequently used. "Mini" units will be taught to the juniors in the ET Program this year on an experimental basis. There is a constant search for new ideas and new methods which will appeal to the ET student and keep him an active participant in the English program.

The program requires a teacher who can provide a rich, appropriate learning environment within the classroom. She must be able to stimulate a variety of experiences, and at the same time be helpful, supportive and companionable to her students. Mrs. Katie Walker fits this description. Students are put into the program in the ninth grade on the basis of teacher evaluation and test scores. Any needed changes are made at the end of the freshman year, with the teacher, guidance counselor and student working together. Class load is usually about twenty-three students. The ET teacher has one planning period and one class each of freshmen, sophomores, juniors and seniors.

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E. D. VI ADVANCED PLACEMENT ENGLISH IN SHELBY-- INSIDE AND OUTSIDE THE SCHOOL

The content of the Advanced Placement English course at Shelby Senior High School is organized around a basic theme of the major human concerns which have been the focus of the best and most influential writers. In pursuing this theme, the students read not only the recognized "greats," but they also study many contemporary works, for the instructor, Mrs. Louisa Rogers, believes that students who live in the latter part of the Twentieth Century should know something about it from the point of view of the best writers available. They also read current articles from THE ATLANTIC and THE SATURDAY REVIEW. The composition in the course is primarily expository, but the opportunity for creative expression is encouraged through the keeping of a journal and in frequent short assignments on a variety of subjects ranging from golf balls to juniper. Among the stated objectives are the emphasis on critical and fair thinking, both oral and written, the development of worthwhile values to live by, and a mature understanding and enjoyment of literature. The approach to the study is inductive, but any technique which helps to accomplish the objectives of the course is recognized as legitimate. The seminar class structure is especially effective for this kind of class, as is the small discussion group. The "circle within the circle" and role play techniques are used as the situation demands. Each student pursues an independent study project which culminates in a larger project requiring both primary and secondary research. Occasional informal lectures are given. In addition to the regularly scheduled class periods, the students are required to attend alternate weekly sessions at night, sometimes in the school library and sometimes in the home of the instructor. During these meetings the students see films based on great literature and related to the theme being studied and listen to recordings of the material read and discussed in class. Occasionally they discuss books or current issues for which there has been no opportunity in class. The atmosphere is informal and lively and the sessions are considered especially valuable in creating the kind of student-teacher relationship necessary for the welfare of an Advanced Placement class. Whenever possible, both students and teacher attend live productions in Charlotte and at Converse College in Spartanburg. The class differs from the routine class in the emphasis placed on the intensive study given each major work, on the required themes regularly assigned, the seminar class structure, student-student interaction, and on the role of the teacher as facilitator of learning rather than as dispenser of predigested knowledge. The extra biweekly sessions add much to the continued novelty of the course.

Membership in the class is restricted to twelfth grade students chosen on the basis of IQ and achievement test scores, teacher recommendation, grades and attitude, emotional stability and motivation. Students apply early in the spring semester. No one is drafted, for it has long been recognized by the veteran teachers of Advanced Placement that only volunteers who enjoy reading and working with literature really do well in the course. Class membership is limited to twenty. Administrative and parent cooperation is especially strong in Shelby and is indispensable for a program which is still in its organizational stage. Many changes have been made in the course since its inception a year ago and the outline above reflects those changes. A major change is the updating of the content to include more modern and contemporary writers, while maintaining the standards of quality demanded by a college level course. The chief criticism of the AP course as taught in the past was that it was "the same old fuddy-duddy stuff." Students are no longer willing to put up with such stuffiness and so a program which uses the best of the previous year's study and incorporates some of the techniques which were highly successful in an honors reading group in 1969-70 has been planned for 1971-72. Mrs. Louisa Rogers who developed this fine program attended the Governor's School Institute in 1970.

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E. D. VIII YEAR ROUND SCHOOLS IN BUNCOMBE COUNTY

Two Buncombe County high schools have been selected as pilot schools to engage in a year round program. T. C. Roberson and Clyde A. Erwin, both serving grades nine through twelve, have divided the school year into four quarters. The first three quarters are comparable in time to what is now considered the "regular" year. A student presently must attend the first three quarters and may, but is not required to, attend the fourth quarter. If he chooses to attend, he may make up work, take courses that he was unable to get during the first three quarters and/or accelerate his program to graduate in three years (or twelve quarters). As the program advances, the student should be able to select any one of the four quarters as a vacation/work quarter.

In preparation for this innovative program, twenty-four teachers participated in a month-long summer workshop. Consultants from Fulton County (Georgia), North Carolina State Department of Public Instruction, University of Tennessee, UNC-Asheville, Western Carolina University and public school personnel were utilized. Teachers were oriented to theory and techniques of individualized instruction and were given opportunity to develop courses of study using measurable objectives and learning packages.

At T. C. Roberson High School 110 courses are being offered this year as compared to fifty in 1970-71. Clyde A. Erwin has almost doubled its course offerings in one year. Courses such as Dreams of Man, Realm of the Irrational, Ethnic Literature, Prosperity and Depression, and Problems of American Society are competing for student interest with survey courses in English and history as well as quarter courses in math, science, and vocational studies. The gifted may or may not be isolated in one of the quarter courses. Course selection of itself may lead to "grouping" but student freedom in selection may not only cut across academic levels but also across regular grade levels.

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E. D. IV EXCEPTIONALLY TALENTED ENGLISH PROGRAM IN RICHMOND COUNTY

The overall objective is to enrich the English program for the exceptionally talented student. The students are encouraged to exert special effort to do more individualized study in order to develop their potential. Though the basic course of study is not omitted except in cases involving unnecessary repetition, the classes work at a level in advance of the class norm. The program is geared toward encouraging the student to set his goals higher than the achievement of mechanical perfection in writing and speaking or reading merely for plot or objective facts. We encourage the development of any creative ability; but most of all, we encourage the student to think, to differentiate, to detect shades of meaning, to put ideas together, to see relationships, and to draw sane conclusions.

In the sophomore year, composition begins with a thorough study of clear, effective sentences developed through a detailed study of the paragraph and short essays and includes the introduction of the techniques of a short documented paper. The second year expands into more variety in composition types, introduces critical writing, and requires a longer documented paper of a critical nature. Senior composition further develops the types previously introduced and requires a documented thematic paper.

Sophomore literature deals in types and introduces some of the aspects of reading for deeper meaning, especially in fiction. American literature continues the study of types and deeper meaning, puts more emphasis on critical reading, and also stresses the literature as a part of our national heritage. Much the same approach is used in English literature with the expectation of greater maturity in reading and interpretation.

The tenth grade plan includes a rapid but thorough review of fundamantals when the majority of the group needs additional work. After that, problems or weak spots are dealt with as they arise, individually or collectively.

The course of study is built on the regular instructional program. Those phases already essentially mastered are omitted. Vocabulary study is made more challenging. Some of the less challenging literature in the state-adopted tests are omitted to make time for more challenging supplementary reading. For example, the sophomore course of study includes a unit on Classical Greece and Rome. All classes read major works not included in the regular course of study and explore greater depth.

Teachers are selected on the basis of:

1. competence in chosen fields
2. knowledge of subject matter
3. ability to deal with students
4. professional interest

Student selection is based on:

1. a group intelligence quotient of 120 or higher
2. a majority of grades A and B, in related subject matter areas
3. emotional adjustment that is average or better
4. recommendation by the pupil's teacher

The Exceptionally Talented Program in Richmond County embraces grades ten through twelve and carries a class load of fifteen to twenty pupils per class. Mrs. Margaret Lewis and Miss Rebecca Howell are responsible for the instructional program.

Students who have participated in the program have met with above average success in freshman English at the college level. Many of them have, through college placement test, been given credit for one or more semesters of English.

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E. D. VII HONORS ENGLISH AT WATAUGA HIGH SCHOOL-- AN EXPERIMENTAL PROGRAM, WATAUGA COUNTY

In 1970-71, an experimental program in the eleventh and twelfth grade Honors English classes at Watauga High School was begun complimented by a student teaching program with Appalachian State University. Because of the seeming success of the program and the response of the students and student teachers, the program will be continued.

The high school classes are composed of from thirty-six to forty students each year. Each class is broken into small groups with a student teacher to guide each group. The four student teachers chosen for the program teach all year and rotate within the classes so they may teach all students.

The student teachers are selected by the master teacher, Mrs. Mary Frances Elvey, with the cooperation of A. S. U.'s Chairman of English, Dr. Loyd Hilton, on the basis of four criteria: (1) a minimum of a 3.0 quality point average; (2) teacher recommendations; (3) judgment of ability to handle honors classes (taking into consideration both knowledge and personality); and (4) enthusiasm exhibited for the program. The student teachers are scheduled for three hours a day at the high school--two hours for teaching, one hour for planning and conference with the master teacher. In addition to the four year-long student teachers, Dr. N. A. Miller, Director of Secondary Education at A. S. U., has placed during the 1971-72 year twenty students from his English methods class each quarter for thirty hours with Mrs. Elvey. These methods students get practical experience before they go out to do their regular student teaching in other administrative units in the State.

Work in the two years in honors classes is designed with one theme in mind--Universal Concerns of Man. The eleventh grade uses English literature and the twelfth grade world literature as a core. The student teachers conduct in-depth studies in all genres. The program is flexible, allowing for deletions or additions of material depending on student interest. Emphasis is placed on student participation with the teachers as moderators and guides. At intervals the groups meet as a master class to see films, hear speakers, attend performances, or discuss work with the master teacher.

By working in small groups, the writing sessions are very effective and the student teacher is given the maximum opportunity to guide an individual student in his weakest area. He is also able to encourage the students to accomplish independent studies in their areas of interest.

Because of the cooperative effort of all the teachers concerned and with the overwhelming interest of the students, Watauga High School has created an exciting approach to the teaching of Honors English.

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E. D. VI

CHARLOTTE-MECKLENBURG'S JUNIOR/SENIOR HIGH PROGRAM

The largest administrative unit in the State also has made the greatest commitment to programs for the gifted and talented. To grasp the size and scope of this program, one only has to look at the following chart.

	Number of Schools	Number of Classes	Number of Teachers	Number of Students
Elementary*	44	81	10*	2,088
Junior High**	21	82	71**	2,253
Senior High**	10	62	52**	1,540
Total	75	225	133	5,881

*All here are from the Exceptional Children's Allotment
**All here are from State or local funds except one Exceptional Children's Allotment

The Exceptional Children's Allotments work in areas of enrichment and as itinerant resource teachers. (See page 1). For this reason these teachers who do not work every day with the same child actually teach more different pupils. In the junior and senior high programs, a particular teacher may work entirely with bright youngsters or may teach only one group of them per day. The senior high program is in the areas of social studies (on three grade levels) and English. Both Honors and Advanced Placement courses are offered. Persons who desire to visit this unit should express their goals to Mrs. Stovall who then could tell them the school or schools having a program that meets the desires of the visitor.

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E. D. VI

ADVANCED ENGLISH IN UNION COUNTY

Advanced English in Union County is designed to give the gifted student a course of study adapted to his special learning abilities, talents and needs. The gifted student possesses such learning traits as a questioning attitude, the power of abstraction, independence in work and study, and an intolerance for the routine; thus he needs a differential education in both subject matter and method of approach.

Advanced English attempts (1) to equip the student with a functional knowledge of the form and structure of language and literature, (2) to stimulate intellectual curiosity, (3) to itensify awareness of aesthetic and abstract qualities, and (4) to encourage creative thinking.

In the subject matter, the program differs from the regular one mainly in the depth of its concentration. State-adopted textbooks are issued to every student. Their use is supplemented heavily by books on composition, vocabulary, as well as by modern and classic literary works purchased by the county, school and/or students.

The instructional program is planned sequentially for grades nine through twelve. Beginning with the ninth grade level, emphasis is on introducing literary types and investigating models. Efforts are made at each grade level to ensure a working knowledge of the tools which contribute to the construction of a whole, realizing that the student's understanding is greatly intensified because he commands the tools of expression.

> Grammar: The study of grammar is made functional at each level, with the hope of removing it from the mechanical, memorized plane.
>
> Composition: In all grades composition is stressed as an instrument for personal expression, for functional application of rhetorical and linguistic principles, and for disciplining thought and ideas within a given area. The student learns at each grade level to become more and more the master of his thoughts by relating and coordinating ideas collected from various sources which supplement his own creative thinking.
>
> Literature: Emphasis on the aesthetic and abstract qualities of literature, coupled with practical and concrete analysis, enables the student to realize the ultimate goal of critical understanding and expression. Literature at each grade level is selected, not because it conforms to the student's level, but because it seeks to raise that level. A combination of literary genres, literary themes and historical patterns is selected, appropriate for each stage of development, stressing thematic rather than chronological investigation.

In addition to the more in-depth subject matter, much emphasis is placed on an individualized approach to the learning experiences. One very effective method is independent study. Through independent study, the student develops responsibility and learns invaluable research and other study skills. Class discussion, aimed at encouraging the student to think, to delve into the world of ideas and abstractions and at the same time to refine and augment his knowledge and perception of the world of concrete principles, is a part of every class. Not only is he guided to do creative and original thinking, but also to communicate his thoughts with accuracy and honesty and to define his own relationship to life and experience. Tests are also used to get the student away from mere factual information and to develop his skill in using the higher level thought processes of interpretation, analysis, synthesis, and evaluation. Every effort is made through these means of independent study, group work, discussion, tests, and other teaching devices as group work and simulation games to encourage the advanced student to seek truth and to develop his full creative and academic potential.

Three fine teachers work with the academically talented students. They are Mrs. Myrtle Kiker at Forest Hills who attended the Governor's School Institute in 1971; Mrs. Myra Helms and Mr. Garlin Russel at Sun Valley.

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E. D. III OBJECTIVES AND TECHNIQUES OF THE ACCELERATED ENGLISH CLASSES IN TARBORO--GRADES NINE THROUGH TWELVE

The major objectives of the classes in Tarboro Senior High and C. B. Martin Junior High are to stimulate the students to think independently, to desire knowledge and understanding of universal culture, to respond creatively to the ideas and to situations experienced by them, and to assume their personal responsibility in gaining these goals. The program is taught by Mrs. Margaret Ruffin.

The basic textbooks for grammar, AMERICAN ENGLISH TODAY, Books 9, 10, 11, 12, are used. However, all of the rules and techniques in Book 9 for oral and written composition are studied thoroughly for the first semester of the ninth grade. A very short review is given in the tenth grade with particular emphasis on theme writing and longer research papers. Books 11 and 12 are used primarily as references.

In literature Webster McGraw-Hill books based on themes in literature, INSIGHTS, ENCOUNTERS, and WESTERN LITERATURE, are used in the ninth, tenth, and twelfth grades. The eleventh grade uses Houghton-Mifflin's AMERICAN LITERATURE. The reason for the selection of this text for this year is that it shows the chronological development of literature with passages describing the influence of the ideas of the time (Classicism, Romanticism, etc.). Attempt is made, therefore, to show the correlation of literature, history, music, and art. Supplementary texts and visual aids (filmstrips, tapes, records) are used to increase and intensify the understanding of themes and influences of the ideas of the time.

Sequential study of genre offers subjects for composition on each level. Ninth grade offers study of theme, suspense, conflict, foreshadowing, characterization in short story, novel, essay, biography, and drama. This knowledge gives students an insight, leading to appraisals of different types of books. In poetry, the fundamentals are taught as well as the way to read a poem. Different types of poems, including epic, are read. The original writings are in the simpler forms--haiku, tanka, limerick, ballad, and simple lyric. In oral work a club is organized so that the students might learn parliamentary procedure. This club is used to teach procedures for having panel and group discussions. These techniques are then used in the study of literature. Creative responses to ideas are in the forms best suited to the individual: essay, poetry, art.

In the tenth grade, increased study in the techniques of exposition, conflict, climax, and characterization leads to the writing of a short story. Intensified study of theme writing based on observation, experience, and assessment of personal growth results in a long autobiographical sketch. Further work in research results in a research paper as an outgrowth of the theme on "Untraveled Worlds." In addition, one of the themes calls for an imaginative concept (science fiction) which leads to the assignment of writing about a future "Mistopia" based on the real scientific problems of today. In poetry the compositions include the cinquain, free verse, and a more complicated traditional form of lyric. Supplementary reading on this level includes a different type, musical comedy, and records containing the songs of these comedies are used.

The chronological approach of the eleventh grade literature encourages an understanding of the prevailing ideas in every era. Works of art and music reflecting each influence are presented to the class. Since the emphasis this year is on expository writing, a study is made of types of reasoning and the fallacies in reasoning, types of essays, and critical analyses. In oral form, the formal debate utilizes the concept of logic. Types of written compositions include weekly in-class essays on ideas kept in a journal, book reviews, explications, precis, responses to cartoons, works of art, music, critical evaluations of newspapers, magazines, TV programs, movies, and a long paper based on research in GREAT IDEAS OF WESTERN MAN. In addition to these techniques, the technique of understanding by means of "listening only" is introduced. These methods include taking notes from a lecture and listening to records of poetry ("John Brown's Body") and drama ("The Death of a Salesman"). Understanding of poetry is advanced to the writing of explications. Original compositions include the formal sonnet.

Since a primary objective of the twelfth grade is for the students to gain a better understanding of the heritage of good literature, together with the relationship between literature and man's life, special emphasis is placed on the Greek classics and the English Epic and contributions of the Middle Ages. Macbeth (text) and Hamlet (supplementary book) continue the appreciation begun in earlier years of the work of Shakespeare. In like manner the ideas of man through the ages is presented. Selctions in Calvacade (Scholastic Magazine) present a timely look at the themes concerning the "human condition." The students' response to these themes is in the form of critical analyses, including "themes about literature," and original essays, plays, poems, art works. The research paper reflects their thinking and evaluation of man's place in today's world.

The major project of these classes is the publishing (mimeograph) of two magazines containing compositions of each student representative of the various types of writing and art work. Ninth grade magazine is

Introspect (first year 1970) and the senior high magazine The Alpha has been published each year since 1963.

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PART IV
WAYS TO UTILIZE STAFF IN GIFTED/TALENTED PROGRAMS

Below is a listing of different ways to utilize staff now being used in one or more places in the State. The list should give some points of departure in thinking and planning for the future. For additional details inquire through the Section for the Gifted and Talented.

Self-Contained Classes: Many of the elementary classes in the program are arranged like this proven old standby. One teacher has the identified bright youngsters for the whole day. As more departmentalization, resource programs, team teaching and multi-grade, multi-age grouping appear, fewer arrangements like this will be seen.

Centers of Interest: A imaginative, energetic teacher in a self-contained class can develop centers of interest around the room where children can "do their own thing" individually or in groups of two or three. This room will be child directed and not teacher dominated.

Team Teaching: An allotment might be divided between two or more teachers. For instance, these teachers might have adjoining rooms with the same grade level or two or three grade levels; they might share a large area like multi-purpose rooms together working in such subjects as English, language arts, social studies or Humanities. They could plan together, have the classes combine and/or separate for projects, skills instruction, reports, field trips, speakers, etc.

One Allotment Working in a Given Subject on Many Grade Levels: One teacher can work in one discipline only such as math through the entire elementary grades, meeting the children every day. The period spent with each grade level will vary due to attention span and age.

Elementary Counselor: An allotment may be used as an elementary counselor throughout the primary and elementary grades. This person could work with the gifted child and the bright underachiever individually or in small groups.

Combination Grade: Frequently, principals shy away from this arrangement unless forced into it by pupil population. In a school with only a few eligible children, this can be a perfect plan. Gifted children learn more rapidly and work well independently and in small groups so lend themselves to opportunities in this learning situation. The teacher is wise not to rely on the textbooks but will have opportunities of teaching these children together from supplementary materials.

Multi-age, Multi-grade, Continuous Progress Program: This innovative concept utilizes an ungraded approach in which the curriculum is individualized and a child may progress at his own rate of speed. All the children are not doing the same things. Many centers of interest or resource centers are arranged around the room where the child can work on his own or with a few others.

Itinerant Teacher (Daily): One allotment is used as a teacher shared by two or more schools, depending on the distance to be traveled. This teacher works with the GT children every day in each school in one or two subjects.

Itinerant Teacher (Not Meeting Class Every Day): A teacher can work in one area (science for example) and have four or five schools on perhaps the fifth and sixth grade levels so be unable to meet each group every day. She will see the class two or three times per week.

Itinerant Resource Teacher: This is the most flexible arrangement of all and is for enrichment and in-depth work. This is an area that exhibits a great deal of promise for the future. Several administrative units are using it at present. This use of the allotment enables one teacher to work with more gifted and talented children than many of the other arrangements. Many units do not have enough eligible children in a given grade or school to warrant the use of an allotment in some other way. It also enables bright youngsters to be left in heterogeneous classes if this is the philosophy of the administration. A manual THE ITINERANT RESOURCE TEACHER has been prepared and published by the State explaining this concept. HANDBOOK FOR RESOURCE TEACHERS OF GIFTED CHILDREN stressing the inquiry method gives teaching/learning units as a companion publication. A great deal of care will need to be exercised to select just the right teacher for this. In turn, work done by this teacher and her children will have a carry-over into the regular classes in that she will use innovative techniques.

Block Serving One Grade Level: A block of math-science and another of language arts-social studies on one grade level using two teachers can be used. Another variation is to have one teacher (or two) who teaches two blocks of the same grade, one in the morning and the other in the afternoon. This would double the number of gifted children in the program.

Block Serving Two Grade Levels: A block of language arts-social studies or math-science on the seventh grade could take half the day. The same person would teach an eighth grade block the rest of the day.

Block Serving Four Grade Levels: One allotment can be used in a morning Humanities block of time for a combination grade of ninth and tenth graders and an afternoon block for the combination eleventh and twelfth grade. This program requires a continuum of time over the years and a great deal of pre-planning on the part of the instructor.

One Subject Area with One Teacher in High School: One teacher can be assigned to teach all levels of English in a nine through twelve high school, one class of each. An advantage in this utilization of staff is that the teacher knows exactly what the students have had and where they need additional work. Draw-backs are the amount of preparation required, four different preparations, plus the lack of other teaching techniques and areas of emphasis that a variety of teachers would bring to the class.

Divided Allotment: Rather than have one teacher do as the above method suggested, one allotment may be divided between two teachers, each taking two grade levels, or among four teachers, each taking one grade level in addition to their other regular classes.

One Teacher, One Subject, Four-Five Classes: In a very large high school with many gifted classes in one subject, one teacher might have four or five classes in a day with only one preparation such as biology or American history.

Advanced Placement: High schools may want to move into Advanced Placement classes in social studies, math, English, foreign languages or science. In late spring the students who have followed a course of study sent by the College Entrance Examination Board, will take a test prepared and corrected by CEEB. A score of three to five will enable the student to receive advanced placement in most colleges in the United States. At some (he will need to check individually with the college of his choice) in addition he will receive credit for the courses he missed. Placement exams taken at the college itself do not give credit for the courses skipped. With the cost of college going up, this is a good selling point in talking with parents. Unless the library is well equipped and the various departments have a large and varied group of supplementary books and tapes, additional funds would be necessary to follow the CEEB's course of study. A letter addressed to our office or that of CEEB in Atlanta can help arrange for a consultant to work with you at no charge to your school unit.

SUMMARY OF PROGRAMS BY EDUCATIONAL DISTRICTS

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Camp Lejeune - non-graded, continuous progress, individualized, team teaching........................... 3

Educational District III

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Raleigh City - team teaching.................................. 4
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Educational District V

Primary-Elementary Level

Winston-Salem/Forsyth - self-contained...................... 6

Junior High-Middle School Level

Alamance County - itinerant resource in three house school..18
Madison-Mayodan City - Humanities block.....................21
Winston-Salem/Forsyth....................................... 6

Secondary Level

Randolph County - Humanities block..........................34
Greensboro City - non-graded English elective...............35
Winston-Salem/Forsyth - departmentalized.................... 6

Educational District VI

Primary-Elementary Level

Charlotte-Mecklenburg - itinerant resource.................. 1
Gaston County - team teaching............................... 7
Stanly County - itinerant resource, art and drama...........15

Junior High-Middle School Level

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Charlotte-Mecklenburg.......................................45

Secondary Level

Lincoln County - English....................................36
Concord City - Humanities and Advanced English..............38
Shelby City - Advanced Placement English....................40
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Educational District VII

Primary-Elementary Level

Avery County - multi-grade, multi-aged, self-contained......11

Junior High-Middle School Level

Newton-Conover City - self-contained........................20

Secondary Level

Ashe County - English......................................39
Burke County - English changes.............................28
Watauga County - honors English and experimental use of student teachers.................................44

Educational District VIII

Secondary Level

Henderson County - English.................................37
Buncombe County - year round school, multi-disciplined, minicourses...41